

**Lessons**  
♦IN♦  
**Munson Phonography**

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Jesse E. Christy

# LESSONS

IN

# MUNSON PHONOGRAPHY.



Carefully Prepared and Graded  
with a view to  
Simplifying the Study.



Chicago:  
O. M. POWERS.  
1897.



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## PREFACE.

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ANY teachers and students of Munson Phonography, while appreciating the many excellent qualities of the system, have felt the need of a text-book that teaches "modern" Munson, and is arranged in conformity with the latest and best methods of teaching shorthand. The present work is an effort to meet this demand and to put forth a book that will lighten the teacher's labors, quicken the students' interest and arouse their ardor in their work, and produce skillful and enthusiastic Munson stenographers.

No school that has been using Munson Phonography needs to have pointed out the prominence the system has attained in the shorthand world, nor the eminently satisfactory way it meets the requirements of teachers and writers of shorthand.

The claim is often made that Munson Phonography is not as rapid as some other systems. A comparison of the different systems, however, will show that the basis of this claim lies simply in the fact that the text-books of a few other systems contain a greater number of arbitrarily contracted word forms than are to be found in the existing Munson text-books. There is nothing in the structure of any other system that makes possible a greater degree of speed than is obtainable with Munson Phonography. It is enough for the student to learn the word signs necessary for ordinary work, adding to this list as experience requires, modified by the ingenuity of the stenographer to invent contractions and his ability to memorize them.

Munson Phonography excels all other systems of shorthand in completeness and logical arrangement; the fundamental rules have few exceptions, and when properly applied, produce brief, easily made, and remarkably legible word forms. The arbitrary part of the system is confined to that class of words known as "contractions," and the learner does not have to burden his memory with lists of exceptions in the writing of ordinary words. The system was not constructed with only one idea in view; therefore, legibility has not been sacrificed to speed, nor speed to legibility,



but by a happy combination both speed and legibility have been secured by the use of a comparatively small number of rules, which are easily understood and of almost universal application.

This book contains all the instructions and exercises that will be needed until a pupil enters an advanced dictation class. Pupils who complete this course of instruction, doing thoroughly all the work laid out, and following all suggestions, should be accurate writers and good readers, ready for speed practice and the technical instructions that come under "reporting."

Among the features of the book are the following:

The completeness of a "reference book" combined with the best arrangement for learning the system.

A careful mingling of the theoretical and the practical parts of shorthand, in a way to interest the student, and not overburden his memory with exceptions and "contractions."

Clear and concise rules and explanations, written in a way to save the teacher from making long explanations and answering needless questions.

A full page reading exercise in connection with each lesson, placed next the text it illustrates.

Voluminous writing exercises (in connection with the reading exercises), testing the pupil's understanding of the lesson, and providing large word lists under the several fundamental principles.

Sentence writing from the start; teaching the pupil to think of words connectedly, and exercising his memory.

The early introduction of the "word signs" in small groups, making their mastery a pleasure instead of a task.

Extra efforts, in the way of special lessons, suggestions, etc., to secure the legibility of the pupil's shorthand notes.

Special attention called to the close connection of grammar and rhetoric with shorthand.

A special chapter on court reporting.

The author desires to take this opportunity to present his fraternal greetings to the shorthand profession, wishing each member of it success in his chosen work. It is earnestly hoped that all who may peruse this book may discover in it some valuable suggestions, that teachers may find it a satisfactory text-book, productive of the most gratifying results, and that to students it may prove a course of instruction easy to understand and interesting to follow.

J. E. CHRISTY.

CHICAGO, July 15, 1896.

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# INTRODUCTION.

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## PHONETICS APPLIED TO SHORTHAND.

### ORDINARY SPELLING AND SHORTHAND CONTRASTED.

1.—The student of phonography meets a great difficulty at the beginning of his work in the fact that the ordinary spelling is not phonetic—words are not spelled as they are pronounced. In this respect English is worse than almost every other language. This unphonetic spelling makes trouble not only for the student of phonography, but for everyone using the language. If words were spelled as they are pronounced, there would be little labor in learning to spell; and further, the spelling would always indicate the proper pronunciation. We mispronounce most of our words, and are a nation of bad spellers, because our ordinary spelling is not phonetic. The difficulty will be better understood when it is noticed that there are at least forty-two sounds in the English language, and some authorities make more, and our alphabet contains but twenty-six letters, thus requiring some letters to stand for more than one sound; and to make matters worse, some sounds are represented by different letters in different words.

### THINKING OF WORDS PHONETICALLY.

2.—As shorthand writing is phonetic, the task before the beginner is to familiarize himself with the sounds of the English language, memorize the shorthand signs for them, and learn to think of the sounds of words rather than of the spelling. After some practice the student will be able to picture the phonographic outlines of words when he hears

them spoken, without thinking of, or being disconcerted by, the ordinary spelling of words.

#### NUMBER OF SOUNDS IN THE LANGUAGE.

3.—For the purposes of shorthand we will assume that there are forty sounds in the English language—sixteen vowels and twenty-four consonants. It is not necessary to do more than name these sounds in this book, but the student is urged to look up the subject of orthoepy in a dictionary or some similar book.

#### VOWEL SOUNDS.

4.—Vowel sounds are produced by the unobstructed emission of the sounding breath, modified, but not obstructed, by the vocal organs, and are represented in the alphabet by the letters a, e, i, o, u and y. In the English and kindred languages the vowel sounds form the less important part of a word, being used principally to give volume and euphony.

#### CONSONANT SOUNDS.

5.—Consonant sounds are produced by the partial obstruction of the sounding breath by the vocal organs. The consonants are the most important part of a word in English, and may be called the skeleton or framework of a word.

#### METHOD OF WRITING A WORD IN SHORTHAND.

6.—Following out this idea of the consonants being the framework of a word, it is the practice in phonography to write the consonant sounds of a word first, representing them by a series of lines, which is referred to as the *outline* of the word. The vowel sounds are then represented by dots and dashes, placed in the proper relations to the consonant lines.

### THE CONSONANTS.

#### CONSONANT REPRESENTATION.

7.—The scheme of consonant representation is built up from a straight line about one-fifth of an inch in length and a

curved line of equal height. Thus | C. By light and shaded strokes, and difference in slant, the required number of signs is secured. (These signs are given in the table on page 10). Sixteen of the consonant sounds form pairs, both sounds in each pair being produced with the vocal organs in the same position, but one sound is made with more force and a heavier breathing than the other. To represent this the two sounds are given the same sign, except that the stroke is shaded for the heavier sound. P B \ \.

#### DIRECTION OF STEMS.

8.—All consonants are written from top to bottom or from left to right, except ree, which is always written upward.

9.—The consonant stems representing l and sh are written both upward and downward; when written upward are called lee and shee; when downward el and ish.

#### THE UP AND DOWN STROKES.

10.—When necessary to refer to the up strokes (ree / lee / and shee / ) they will be indicated by the use of italics; as *R L SH*. The down strokes (er \ el \ and ish \ ) by Roman letters; as R L SH.

#### R AND CH DISTINGUISHED.

11.—The *R* is readily distinguished from the CH by being always made upward, and from its being written more nearly horizontal.

#### CONSONANT VALUES.

12.—It is best, in learning the consonant signs, to utter the sound as the sign is made, taking care to give the simple consonant sound; for example, the P stroke stands for as much of the word *pay* as is heard when the *ay* is omitted entirely.



## LESSON I.

## TABLE OF CONSONANTS.

## 13.—

\ pee— <i>p</i> as in <i>pay</i>	) ess— <i>s</i> as in <i>say</i> .
\ bee— <i>b</i> as in <i>by</i> .	) zee— <i>z</i> as in <i>zeal</i> .
tee— <i>t</i> as in <i>to</i> .	/ ish, shee— <i>sh</i> as in <i>shall</i> .
dee— <i>d</i> as in <i>do</i> .	) zhee— <i>s</i> as in <i>measure</i> .
/ chay— <i>ch</i> as in <i>choice</i> .	( em— <i>m</i> as in <i>may</i> .
/ jay— <i>j</i> as in <i>jet</i> .	( en— <i>n</i> as in <i>no</i> .
— kay— <i>k</i> as in <i>key</i> .	( ing— <i>ng</i> as in <i>ring</i> .
— gay— <i>g</i> as in <i>go</i> .	( el, lee— <i>l</i> as in <i>lay</i> .
\ ef— <i>f</i> as in <i>few</i> .	\ er— <i>r</i> as in <i>ore</i> .
\ vee— <i>v</i> as in <i>view</i> .	/ ree— <i>r</i> as in <i>ray</i> .
( ith— <i>th</i> as in <i>thin</i> .	\ way— <i>w</i> as in <i>way</i> .
( dhee— <i>th</i> as in <i>them</i> .	( yay— <i>y</i> as in <i>yes</i> .
( hay— <i>h</i> as in <i>hat</i> .	

## REMARKS ON THE CONSONANTS.

14.—Final *ed* often has a T sound.

15.—Distinguish carefully CH and SH. The CH is written in *chop* and the SH in *shop*.

16.—The K stroke will be used for hard *c*; soft *c* is the same as S. Use K in *come* and S in *ice*.

17.—The stroke for G represents only the hard sound of *g*; soft *g* is identical with J. Write G in *egg*, J in *age*.

18.—In ordinary spelling the combination DH does not occur, but heavy *th* is practically equal to that combination.

19.—The combination ZH is not seen in ordinary spelling, but *s* and *z* often have that pronunciation.

20.—The letter *n* is often pronounced as NG, especially before *k*, as in *ink*.

1 \ \ | | / / = \ ( ( ) ) ) ) ^ ^ ^

2 \ \ | | / / = \ ( ( ( ) ) ) ) ^ ^ ^

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4 \ | / \_ \ ( ) ) ^ ^ ^ ^ ^ ^ ^ ^

5 \ ( ) / ) ^ ^ ^ ^ \_ | \ )

6 \ \ ) ) ^ ^ | / \_ \ \ ) ) ^ ^

7 \ ( ) ) ^ ^ ^ ^ \ ^ ) ^ ^ / =

8 ^ ^ / ^ ^ \ | ^ ^ / / = \

9 / ^ \ ^ / ^ ) ^ ^ ^ ^

10 ) ^ ^ / | \ ) ^ ^ ^ ^

11 \ \ ) ) ( ( ^ ^ ^ ^ ^ ^ | |

12 ) ^ ) ) ^ ^ ^ ^ | / \ | ^ ^

13 \ \ | | / / = \ ( ( ) ) ) \ \ ^ ^ / ^ ^

14 ^ ^ / ^ \ ^ \ \ \ ) ) ( ( \ \ = / / | \

## LESSON II.

### VOWELS A AND O.



21.—The basis of vowel representation in shorthand is a dot and dash. A heavy dot in middle of the stem represents the sound of *a*, as in the word *pay*; a heavy dash *o*, as in the word *go*. Dash vowels are always written at right angles to the stem.



### ORDER OF READING VOWELS.

22.—A vowel written to the left of an upright or slanting, or above a horizontal stroke is read before the consonant; written to the right of an upright or slanting or below a horizontal stroke, the vowel is read after the consonant.

*Ate*  *ache*  *toe*  *may* 

### USE OF UP STROKES.

23.—Always use *L* when *l* is the only consonant sound in a word. *Ale*  *lay* 

24.—Always use *R* when *r* is the first sound in a word; use *R* when *r* is the first consonant preceded by a vowel. *Row*  *oar* 

### HOW TO PRONOUNCE SHORTHAND OUTLINES.

25.—In shorthand there is a peculiar form for representing every distinct vowel sound, therefore when pronouncing words represented by shorthand outlines, give the vowel the same sound that you do in naming the vowel. Examples—*ām* is aim and not *ām*; *mā* is may and not *mā*; *īl* is isle and not ill.



### READING EXERCISE.

**1.** \ / \ / \ / \ / \ / \ / | - | - | - | - | - | - | / / .

**2.** \_ \_ \_ \_ \_ ( ) ( ) ( ) - ( ) ( ) ( ) ( ) - / .

**3.** ^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^

**4.** ^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^ ^

**5.** ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

**6.** ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

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**10.** ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

**11.** ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

**12.** ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )

WRITING EXERCISE.

**26.**—Poe, bay, beau, dough, hoe, so, way, toe, neigh, eight, ale, ode, lo, no, row, oar, ape, say, lay, pay, own, ace, may, they, aid, show, though, hay, ache, day, woe, aim, foe, oath, age, oak.

## LESSON III.

### THE VOWELS.

#### NUMBER AND CLASSIFICATION.

27.—It has been already said that there are sixteen vowel sounds in the English language. These sounds are divided into two groups—twelve simple vowels, and four diphthongs. The simple vowels are classified as “long” and “short.”

#### VOWEL REPRESENTATION.

28.—Heavy dots and dashes indicate the long vowels and light dots and dashes indicate the short vowels. They are written at the beginning, middle and end of stems, or in what is known as first, second and third positions respectively. As  $\backslash_{\dot{1}\dot{2}\dot{3}}^{\dot{1}\dot{2}\dot{3}}$  1 2 3

#### LONG VOWELS.

First position,  $\backslash_{\dot{1}}^{\dot{1}}$  a as in *far*.  $\backslash_{\dot{2}}^{\dot{2}}$  a as in *all*.  
 Second position  $\backslash_{\dot{2}}^{\dot{2}}$  a as in *pay*.  $\backslash_{\dot{3}}^{\dot{3}}$  o as in *so*.  
 Third position,  $\backslash_{\dot{3}}^{\dot{3}}$  e as in *be*.  $\backslash_{\dot{3}}^{\dot{3}}$  oo as in *too*.

#### CONSONANT POSITIONS.

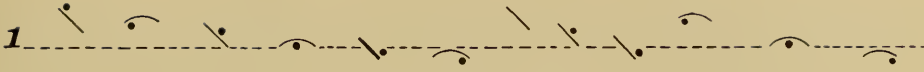
29.—First position—Half of the height of T above the ruled line.  $\backslash_{\dot{1}}^{\dot{1}}$  —  $\backslash_{\dot{2}}^{\dot{2}}$  —  $\backslash_{\dot{3}}^{\dot{3}}$

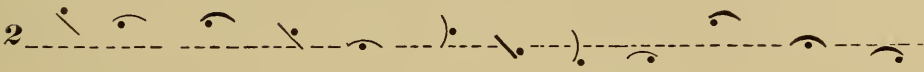
Second position—Resting on the line.  $\backslash_{\dot{2}}^{\dot{2}}$  —  $\backslash_{\dot{3}}^{\dot{3}}$  —  $\backslash_{\dot{3}}^{\dot{3}}$


Third position—Upright stems half way through the line; horizontal stems just under the line.  $\backslash_{\dot{3}}^{\dot{3}}$  —  $\backslash_{\dot{3}}^{\dot{3}}$  —  $\backslash_{\dot{3}}^{\dot{3}}$

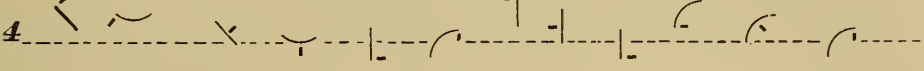
30.—The vowel governs the position of the consonant stem with the reference to the line.

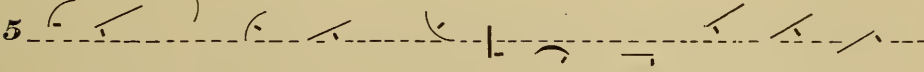
## READING EXERCISE.

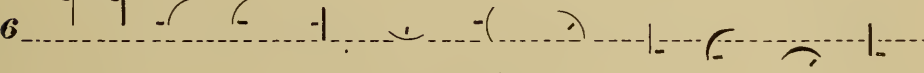
1 


2 

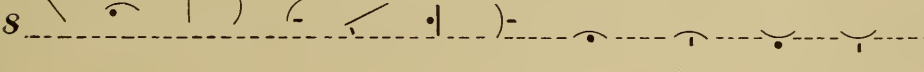
3 

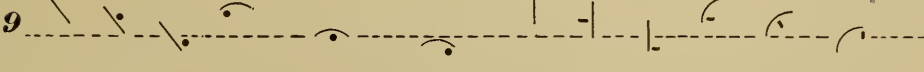
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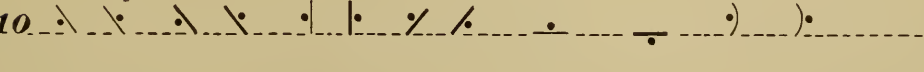
5 


6 


7 

8 

9 

10 

11 

12 





## WRITING EXERCISE.

31.—Pa, ma, paw, saw, law, raw, ought, all, thaw, obey, ego, pay, may, ray, low, row, so, do, aim, ache, oath, though, oar, mow, own, ode, show, they, each, see, who, rue, eel, shoe, do, coo, ooze, ease, ear, key, pea, coo.

## LESSON IV.

32.—


SHORT VOWELS.


First position,  'a as in *at*.  'o as in *dot*.Second position,  'e as in *ebb*.  'u as in *up*.Third position,  'i as in *it*.  'oo as in *foot*.


DIPHTHONGS.

33.—A diphthong is a combination of two simple vowels. Diphthongs are provided with peculiar distinguishing signs. They are as follows:

 'I as in *by*. Equals  $\text{ä} + \text{ï}$ .



 'OI as in *boy*. Equals  $\text{ö} + \text{ï}$ .

 'OW as in *cow*. Equals  $\text{ö} + \text{ō}$ .

 'EW as in *few*. Equals  $\text{ē} + \text{ō}$ .

The *first three* diphthongs are written in *first position*. The *fourth* in the *third position*, and not like dash vowels they are always written so as to point in same direction. Never change to fit slant of stem to which they are written.

CONCURRENT VOWELS.

34.—In words where two concurrent vowels have to be written in connection with one consonant stroke, the vowel pronounced next to the consonant is written closer to the stroke than the other vowel. *Owen*  *area* .



## REMARKS ON THE SIMPLE VOWEL SCALE.

35.—The longhand spelling will be of some assistance in distinguishing the first position heavy dot and first position light dash, as the letter *a* will usually require the dot, and *o* the dash.

36.—Such words as *bare*, *chair*, *class*, etc., are written with the first position light dot.

37.—*Clerk*, *herd*, *stir*, etc., take the second position light dot. The second position light dash is mainly used in words containing the letter *u*.

## INITIAL I.

38.—An exception to the rule that the consonant signs in a word are always written first, occurs in words beginning with the diphthong I. The diphthong sign is usually made first, and the consonant stroke joined on, where the two signs make a distinct joining.

## READING EXERCISE.

1 | | ~ ~ / / - ~ | - ~ ~ / -

2 | / ~ | ~ / ~ - ~ ~ ~ / -

3 | / | / ~ - ~ ~ / ~ ~

4 ~ ~ ~ ~ \ \ \ | - ~ ~ ~ ~ ~

5 ~ ~ ~ | | ~ ~ ~ ~ ~ ~ ~ ~ ~ ~

6 ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~

7 ~ ~ ~ | | ~ ~ ~ ~ ~ ~ ~ ~ ~ ~

8 | ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~

9 ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~

10 ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~

11 ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~

12 ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~

## WRITING EXERCISE.





39.—Add, am, egg, etch, edge, it, in, ill, if, on, odd, of, up, us, by, lie, lye, dye, tie, buy, by, boy, coy, Roy, toy, joy, bow, bough, mow, how, out, row, sue, view, lieu, adieu, issue, payee, iota, boa, Ohio, idea, vow.

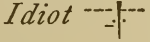

## LESSON V.

## JOINED STEMS.



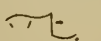
40.—In words containing more than one consonant sound the stems are joined as letters are joined in longhand, attaching one to another in regular order without any break or lifting pen or pencil from the paper. Be careful to observe the rule for direction of stems when joining one stem to another.


## VOWELS BETWEEN CONSONANTS.

41.—All first place and the two long second place vowels are written after the stem immediately preceding; all third place and the two short second place vowels are written before the stem immediately following. *Tack*  *take*  *tuck*   
*took* 

42.—Where two vowels occur between two stems, the first vowel is written after the stem which immediately precedes them, and the second vowel before the stem which immediately follows them. *Idiot*  *seeing* 

## WORD POSITION.

43.—Words having two or more stems are written so as to bring the first upright or slanting stem in the position of the only or accented vowel. *Top*  *monopoly*   
*monotony* 

44.—Words composed entirely of horizontal stems, the first stem takes the position of the only or accented vowel. *Minimum* 



## WRITING EXERCISE.

45.—Talk, chalk, dock, lock, cam, tap, bob, dodge, calm, attack, knotty, mob, acme, gong, endow, coffee, decoy, moth, maim, came, page, cage, make, evoke, both, foam, decay, today, peep, gig, lily, tube, fume, deep, book, big, fig, deem, cheek, needy, beauty, being, pith, much, peg, death, numb, empty, money.

## REVIEW WRITING EXERCISE.

46.—Tattoo, above, hanging, picking, fatigue, engage, package, beneath, nothing, pink, shipping, bulge, shank, bank, managing, voyage, enjoy, judging, income, piety, tidy, month, edify, balmy, dimity, bamboo, patch, etching, enemy, pagoda, mammoth, tank, uneasy, infamy, bathing, shipwreck, victim, topic, touching, bigamy, monkey, uncouth, vanity, tobacco, fathom, nominee.

## CONTRACTIONS.\*

† An-d \_\_\_\_ a \_\_\_\_ The \_\_\_\_ But \ What \_\_\_\_ He \_\_\_\_ him \_\_\_\_  
That ( \_\_\_\_ Them ( \_\_\_\_ With \_\_\_\_ Who \_\_\_\_ I \_\_\_\_ of \_\_\_\_ how \_\_\_\_

Alone or joined to next word:

You \_\_\_\_ or \_\_\_\_

He came with a book. We know nothing of it. You took the check. I ought to see them. I saw many of them. I know that it ought to be in that pouch. He took all but two of them. They say they may pay the money tomorrow. They appear to be too bulky. They talk of making it lower. It came a month ago.

\*An alphabetical list of the contractions will be found on page 107

†The absence of a base line in any case will indicate second position.




For names of brief forms (breves) used for such words as what, he, etc., see note, page 150.








## LESSON VI.








## VARIABLE CONSONANTS.

## R AND R.






47.—*R* is used when *r* is the first sound in a word unless followed by *m* or *hay*; also when it is the last consonant sound in a word followed by a vowel. *Rope*  *rum*  *bor-*  
*row* 

48.—*R* is used when *r* is the first or only consonant sound in a word preceded by a vowel, unless followed by *ith*, *dhee*, *chay*, *jay*, *ef* or *vee*; also when it is the last sound in a word. *Air*  *arc*  *urge*  *arch*  *bar* 






## L AND L.

49.—*L* is used for the *l* sound except when it is the first consonant in a word preceded by a vowel and followed by a horizontal stem, and when it is the last sound in a word of two or more consonants. *Like*  *looked*  *daily*  *fol-*  
*low*  *allow*  *alike*  *fall* 

## SH AND SH.

50.—*SH* is used for the *sh* sound except when it is the last consonant in a word followed by a vowel. *Shake*  *Osh-*  
*kosh*  *ash*  *bushy*  *bush* 

## MEDIAL STROKES UPWARD AND DOWNWARD.

51.—The stroke for *r*, *l* and *sh*, when both preceded and followed by other strokes, may be written in either direction, according to ease and legibility. *Film*  *dashing*   
*rushing*  *firm*  *tarried* 

## READING EXERCISE.

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## WRITING EXERCISE.

52—Rap, rib, repay, red, rode, reed, reach, rake, rig, refuge, rhythm, rouge, rainy, ranch, arc, early, arnica, earring, par, pour, tar, char, fear, fire, mayor, lower, opera, bureau, curry, cherry, carry, ivory, sherry, emery, worry, lip, loud, logic, lucky, lake, lag, lug, laugh, leaf, levy, lofty, loathe, lathe, lame, limb, lying, launch, album, alibi, allied, allege, elbow, Italy, rudely, jolly, gaily, follow, fellow, valley, shallow, newly, wallow, waylay, hollow, hilly, alkali, alum, alike, elm, almanac, pill, pool, boil, ball, bowl, tall, toil, dial, dull, duel, kill, cool, file, fowl, fail, feel, fool, full, vial, vile, reveal, null, shake, shanty, chamois, shaggy, shave, shiny, shook, push, dash, cash, douche, tissue, ratio, rebuke, varied, affair, July, revamp, olive, showbill, ramify, alarm, demolish, rarity, reddish, among, denial, pulp, mileage, fuller, failure, apology, novel, failing, following, dirty, milk, delude.

## REVIEW WRITING EXERCISE.

53—Ripe, rob, ride, ready, rod, rid, rage, rug, revoke, wreath, ruche, ruin, rank, rally, Arabic, hourly, erring, pier, bore, tire, jar, fewer, mire, liar, layer, borrow, tarry, rotary, injury, fairy, thorough, Mary, narrow, hurry, lobby, latch, lack, leaky, look, leg, luggage, loaf, life, lavish, lath, loth, lash, lime, lion, laying, elude, although, albino, allude, elope, alpha, elegy, duly, richly, jelly, gully, folly, fully, volley, mellow, unfair, lowly, willow, highly, hello, almighty, alumni, alimony, aluminum, pale, repeal, bale, bill, tool, towel, duel, recoil, cull, foil, fall, fell, fill, fuel, vowel, veil, Alabama, kneel, anneal, tamely, shadowy, shamrock, shading, shame, sheath, chandelier, dashy, mushy, rummage, illuminate, empire, avowal, radii, film, alchemy, porch, assure, ramrod, melody, America, vanilla, cashmere, anvil, feeling, involve, ashore, menial, renewal, dealer, boiler, pillar, miller, taller, teller.

## CONTRACTIONS.

54—Had l Can — Shall ʃ Was )  
 Do l Come — Should —ʃ— These —ʃ—  
 Did —l— Could — Have ʹ Think —ʃ—

I had to follow him. I was ready to follow him. It was politic to do so. I did what I could to aid him. I can make a thorough job of it. They have come to argue that bill. I shall rush it along. We shall look into what they allege. You should have followed him. What did you do with these? I think you should see him. We think that should follow. He should make an apology. He did wrong to reveal it. They urge us to abolish it. I see him daily. They like to have them that way.

## LESSON VII.


### CIRCLES AND LOOPS.

#### A SMALL CIRCLE FOR S.

55.—The sound of S occurs so frequently that it is necessary to provide a shorter sign for it, and this has been found in the small circle; which in practical writing is made as small as possible. The sound of Z, being the cognate of S, may also be represented by the circle.

56.—The small circle suggests larger circles, and loops, and accordingly these forms will be introduced in the next lesson, in connection with consonant combinations in which *s* plays the leading part.

#### METHOD OF WRITING THE CIRCLE.

57.—The circle is always written on the right-hand side of upright straight stems, on the upper side of horizontal straight stems, and on the inside of curved stems. On straight stems the circle is made with a motion contrary to that of the hands of a watch. 

#### NO PART OF CIRCLE RETRACED.


58.—The making of the circle is begun and finished at the same point where the stem begins—just where the stem would begin, if it stood alone.

#### R TAKES MODIFICATIONS AS IF A HORIZONTAL STEM.






59.—It is important to note in this connection that *R*, although considered an upright stem, takes circles, and the other modifications that will be introduced, on the same side that *K* and *G* take them.



## ORDER OF READING.







60.—A circle at the beginning of a stem is read first; at the end of a stem it is read after everything else. The order of reading will be—first, the initial circle; second, the vowel before the stem; third, the stem; fourth, the vowel after the stem; fifth, the final circle. *Suffice* 

## VALUE OF CIRCLE.

61.—The circle is used: (1) when *s* is the first sound of a word; (2) for *s* or *z* in the middle of a word, not in connection with two concurrent vowels; (3) when *s* or *z* is the last sound in a word. (1) *Sight* ; (2) *passing* , *visit*  (3) *Choice* , *chose* 

62.—There is usually no occasion to distinguish *s* and *z*, but the circle can be shaded for *z*. The meaning of the sentence would show, for example, whether *loss* or *laws* had been uttered.

## CIRCLE BETWEEN TWO STEMS.

63.—The circle between two straight stems is written to the first, as if that stem stood alone, when both stems are written in the same general direction. T-s-T  If there be a difference in the direction of the strokes, the circle goes outside the angle, or, more properly, on the side of the greater angle. T-s-K  Between a straight stem and a curve, the circle fits the curve. D-s-M  Between two curved stems, the circle fits the curve of both stems, if possible; if not, it fits the first stem. N-s-F  M-s-N  In a very few words, like *facility*, the circle is written “outside,” as if between two straight stems forming an angle. M-s-Y  Briefly, the circle is usually written to the first stem; but when there is a difference of direction or curvature, it is written “outside” the angle.

64.—In making a medial circle the pen always crosses the preceding stem.



## A VOWEL BEFORE A MEDIAL S CIRCLE.


65.—The rule in ¶ 41, regarding the method of writing a vowel between two stems, does not apply when there is a circle between two stems; a vowel, no matter what its position, occurring just before the circle must be written after the preceding stem; and a vowel pronounced just after the circle must be written before the next stem. *Disk* --j--

66.—A medial circle should not be drawn carefully and slowly, but turned quickly, as if it were merely a circular (instead of an angular) joining of two stems.

## N AFTER A MEDIAL OR A FINAL CIRCLE.

When the consonant *n* follows an *s* circle, in the middle or at the end of a word, it may be indicated by a “curl” on the “back” of the preceding consonant stem, made by continuing the motion of the pen after completing the circle.

*Moisten* , *arsenic* 

A final *s* may be written inside this curl. *Moistens* 

## READING EXERCISE.

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## WRITING EXERCISE.

Suit, toss, soap, pose, apes, pays, sights, annoys, keys, jaws, issues, lease, odds, dues, silly, sum, muss, accuse, apiece, obeys, toys, adduce, edges, echoes, office, sofa, sago, ages, voice, views, thus, this, those, shows, ashes, amiss, amaze, amuse, alleys, allies, allays, airs, oars, ears, arise, arouse, arose, erase, wise, house, hose, hues, bows, aids, sunny, spike, speck, slip, spill, slope, spoil, smack, boils, bills, fix, mix, tax, lax, makes, Saturday, Scotch, sketch, solid, sameness, safety, safely, sagacious, selling, salutary, abeyance, safekeeping, sapphire, satire, savage, scale, skull, skill, scalp, scollop, scaly, scamp, scar, scare, sere, scour, seamless, sealingwax, cellar, sailor, search, severe, severity, service, surveys, surmise, serge, revise, refuse, repose, reduce, remiss, rims, nameless, callous, apex, spark, Paris, police, malice, silk, pumice, lapse, rawness, sleeve, swim, famous, ruins, induce, summary, force, smith, smooth, announce, slab, varies, smear, suffocate, spur, solve, fears, solemn, pierce, snap, snatch, research, sagacity, accede, customary, absorb, rescue, reside, acoustic, receipt, castle, expel, excel, docile, absentee, abusive, sarcastic, satisfies, dismiss, specifies, receives, reason, rising, resin, resign, resolve, dissolve, facsimile, absolve, receiver, pestle, tassel, ransack, wrestle, unsettle, jostle, aimlessly, insanity, phosphorus, refusal, vessel, facile, thistle, offensive, nestle, submissive, dismissing, amusing, lacing, losing, leasing, forcing, piercing, answer, sincere, cancer, arising, arousing, arson, arsenic.

## CONTRACTIONS.

Charge / Part \ Go — Spoke \  
 Change, which / Object / Gave — Speak ↘  
 Large / Object \ Give — Possible \  
 Advantage —/ Because — Several ↪ Would —  
 Opportunity —↘ Own — Any — Subject \  
 For \ Ever — Will — Usual-ly — H-as —

They will make no charge for this change. I object to taking the large piece. In this way I lose my advantage. You gave me this part because I know what to do with it. He usually takes several days. They refuse to make any change. He spoke to me on that subject several days ago. I object to so much sameness in his speeches. It should be as large as possible. They miss no opportunities. I gave it to him for safekeeping. They gave us no opportunity to give our reasons. This eliminates all possible risk. I can surmise what they will do. They will have many opportunities for disposing of them. They have nothing to say on this subject. We think you have no cause for alarm. I will do this to remove any fear you may have. I know what they allege to be wholly false. You will receive it inside four days. He came to my rescue. They will resume business at an early day.



## LESSON VIII.

## CIRCLE AND STEM S DISTINGUISHED. SES CIRCLE, ST AND STER LOOPS.

## CIRCLES AND STEMS DISTINGUISHED.

66.—The stems S and Z will not be discarded, but will be used where the circle would not afford sufficient legibility. The rules below, in addition to those in ¶ 60, will make this clear:

## RULES FOR STEMS.

67.—The stems S and Z are used in the following cases:

(1) When *s* or *z* is the only consonant in a word. *So* )-

(2) When preceded or followed by two vowels. *Science*



(3) When the first consonant in a word and preceded by a vowel, *Ask* )-

(4) When the last consonant in a word and followed by a vowel. *Busy* ->

68.—Words whose only consonants are two *s* sounds are written with a stem and a circle, following rule 4 given above, and rule 3 in ¶ 61. *Saucy* )- *sauce* )-





69.—The words *size* and *seize* are written with an initial circle and a stem Z.


70.—The word *says* preserves the stem in the primitive *say* and adds a circle.


## INITIAL Z



71.—All the rules previously given for S apply also to Z, except that the circle never stands for Z at the beginning of a word. *Zero* ->

## THE LARGE CIRCLE.



72.—A large circle is used for any syllable consisting of two *s* or *z* sounds, or any combination of them, with an intervening vowel; that is, the large circle can be used for any syllable, no matter what its ordinary spelling, equivalent to *ses*, *zez*, *sez* or *zes*. *Access*  *houses* , *chooses* , *possess* 


73.—The large circle is used initially, medially and finally. It follows the general rules given for the small circle. *Ancestors* 


74.—The vowel included in the large circle is usually short *e*. When any other vowel occurs, it may be written inside the circle, its position inside the circle corresponding to the position of the vowel. However, it is hardly ever necessary to insert the vowel, and the circle, unvocalized, can be used for any of the following syllables: *cis*, *ces*, *cys*, *sis*, *sys*, etc. *Exhaust* 

75.—The large circle is used chiefly to form the plural of nouns that end with an *s* or a *z* sound in the singular, and the third person present indicative of verbs that end with an *s* or a *z* sound in the first person. *Pieces* , *rises* 


## THE SMALL LOOP.

76.—A small loop is used for *st* at the beginning of a word, and for *st* or *zd* in the middle or at the end of a word. The order of reading is the same as that given for the S circle. *Stop*  *post* 

77.—In making a medial loop, the pen never crosses the preceding stem. See ¶ 64. *Earnestly* 

78.—A medial *st* loop is frequently best written at the slant of CH, independent of the preceding or of the following stems. *Extensive* 

## THE LARGE LOOP.

79.—A large loop can be made in the middle or at the end of an outline for the syllables *ster* and *sture*. *Master* 

## ADDITION OF THE S CIRCLE TO A SES CIRCLE OR A LOOP.

80.—A small circle can be made on the back of a stem after a large circle or a loop. The final syllable *es* can be added in this way, without indicating the *e*. *Possesses* ∞, *Lists* ---∞--

81.—Nothing can precede an initial circle or loop, and nothing can follow a final circle or loop.

## N AND NG AFTER A FINAL LOOP.

The curl for *n* mentioned at the end of the preceding lesson may be used for either *n* or *ng* after a final loop. *Piston*, ---∞, *casting* ---<sup>e</sup>, *mastering* ---∞

## READING EXERCISE.

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12. . . . .

13. . . . .

14. . . . .

## WRITING EXERCISE.

Saw, see, sign, assignee, seek, askew, acidity, assayer, asparagus, isosceles, azimuth, ounce, ensue, lease, lessee, legs, legacy, rose, rosy, fox, foxy, dizzy, hazy, policy, Tennessee, uneasy, saying, sowing, exhaust, assess, seesaw, zenith, zodiac, possess, abscess, axis, axes, access, raises, opposes, houses, cases, chooses, tosses, losses, leases, masses, recess, offices, excuses, induces, molasses, arouses, spaces, notices, repose, menaces, taxes, Texas, fixes, possessed, Mississippi, insist, unceasing, excessive, necessary, stab, steer, sticks, stock, staff, star, styles, stiff, store, story, post, based, taste, hoist, vast, waste, most, just, cost, haste, wrist, laced, tossed, paste, lest, faced, yeast, ceased, spiced, reduced, announced, refused, boxed, text, forest, pierced, molest, direst, chemist, purest, steepest, majestic, tapestry, tester, fester, muster, roaster, pasture, posture, gesture, moisture, semester, mixture, fixture, Rochester, yesterday, lasts, rests, successes, posters, teamsters, deposed, deposit. unsteady, obstinacy, costing, resting, license, investing.

## REVIEW WRITING EXERCISE.

Essay, spire, aspire, acidulous, assassin, æsthetic, ossify, asphyxia, purse, pursue, fix, efficacy, farce, pharisee, mercy, intimacy, Nassau, ecstasy, kersey, lunacy, scion, seance, Louisiana, saucer, scissors, sausage, seasick, seaside, secede, sesame, Xenia, Zurich, pieces, abuses, exposes, rejoices, reduces, refuses, invoices, boxes, mixes, thesis, advises, synthesis, genesis, synopsis, exercise, deceased, emphasized, subsist, incisive, exhaust, society, stoop, stung, stud, still, steam, status, stucco, stirrup, storm, sliced, attest, opposed, fixed, mixed, burst, repulsed, surmised, statistics, artistic, vestry, testify, sophistry, teamster, monster, bolster, lobster, baluster, register, paymaster, Amsterdam, posts, imposters, investors, diffused, deficit, repose,



reposes, reposed, annex, annexes, annexed, reduce, reduces, reduced, revise, revises, revised, dismiss, dismisses, dismissed.

## CONTRACTIONS.

System ...p... advertise ...l... insurance ...s... are, our .../  
 long ... distinct --l- signify ... single ... were--/  
 among ... first ... singular... swear ... from, time ...  
 thing ... next ... similar ... swore ... why ... be-  
 yond ... amongst ... similarity ... here ... when...  
 yet, young ... thank ... worth ... your, year ... his ...

I think this system is the best. The outcome of this arises from several distinct causes. This is the first case we have seen. They insist on having the next invoice. Such a state of things may possibly exist amongst them. The gist of the case lies just here. They advertise a similar stock. We are delaying that they may have time to signify a desire to assist us. We have seen several similar boxes. It is easy to see the similarity. The insurance will make up the losses. His failure under such auspices is singular. They swear to its accuracy. They swore to these items at that time. Is it necessary to stop here? I thank you for your advice in this case. His lame excuses expose his weaknesses. They were forced to make the change. He refuses to recede from his first ideas. Why should we change this system? When can you step in to look at this list? It is a long time since we first looked into this subject, and we have no reasons to change our first designs. It is worth all it costs. What are so few among so many? This thing should be laid aside for the time being. It is beyond my power to assist him. He has six days yet in which to make his tests. Do you think he is too young for this office? What advantages does your system possess? The deficit is smaller this year. They are opposed to any such scheme as that.





## LESSON IX.

## HOOKS.




## INITIAL HOOKS. THE LIQUIDS, L AND R.

82.—The consonants *l* and *r* are called liquids, because they flow together with other consonants, making close combinations. Thus, in the word *play* there are but two sounds, the *p* and *l* forming a union, of which *p* is the principal sound. Therefore, in this system of shorthand, when a consonant is modified by a following *l* or *r* sound, a modified, or hooked, stem is made, instead of the simple stem. Although the hook is written first, the stem is read first. These hooks are made initially, as final hooks will be needed for an entirely different purpose.

## L AND R HOOKS.

83.—The L hook is indicated by a small hook on the “circle” side of straight stems, and a large hook on the inside of curved stems. The R hook is indicated by a small hook on the “opposite” side of straight stems and on the inside of curved stems. *Ply* , *Fly* , *Pry*  *Fry* 

## HOOKS LACKING.

84.—For the sake of simplicity *L* takes only the *r* hook, *R* the *l* hook, and *R* the *r* hook. *Lr*  *Rl*  *Rr* 

## CORRECT MOTION OF THE HAND IN MAKING THE HOOKS.

85.—Make the small hooked characters with but one movement of the pen; rest the pen firmly against the paper, then give the arm a quick roll. Start the large hooked characters with the hand in full motion.

## L AND R STEMS AND HOOKS DISTINGUISHED.

86.—The stem signs for *l* and *r* must be used when those consonants have a full, separate sound. *Blow* √, *below* √<sup>•</sup>, *try* √<sup>∨</sup>, *tire* √<sup>∨</sup>---

## THE "PEL" SERIES.

87.—To extend the usefulness of these hooked signs, (and also because *l* and *r* do not combine closely with all the other consonants), they may also be used to represent syllables consisting of the consonants represented by the stem and the hook and the intervening sound of short *e*. The double consonant signs so used in the reading exercises may be recognized at once by the absence of a final vowel. *Able* √, *offer* √---

## MEDIAL HOOKS.

88.—Where a hook occurs in the middle of an outline, it is frequently impossible to make it perfectly. Sometimes it is made by retracing the preceding stem a short distance, and then striking out quickly in the direction of the second stem. *Taker* √

89.—Such words as *shaker*, *sugar*, *shimmer*, etc., take an *SH* stroke, on account of the hook on the lower side of the following stem. √ ---√---√---

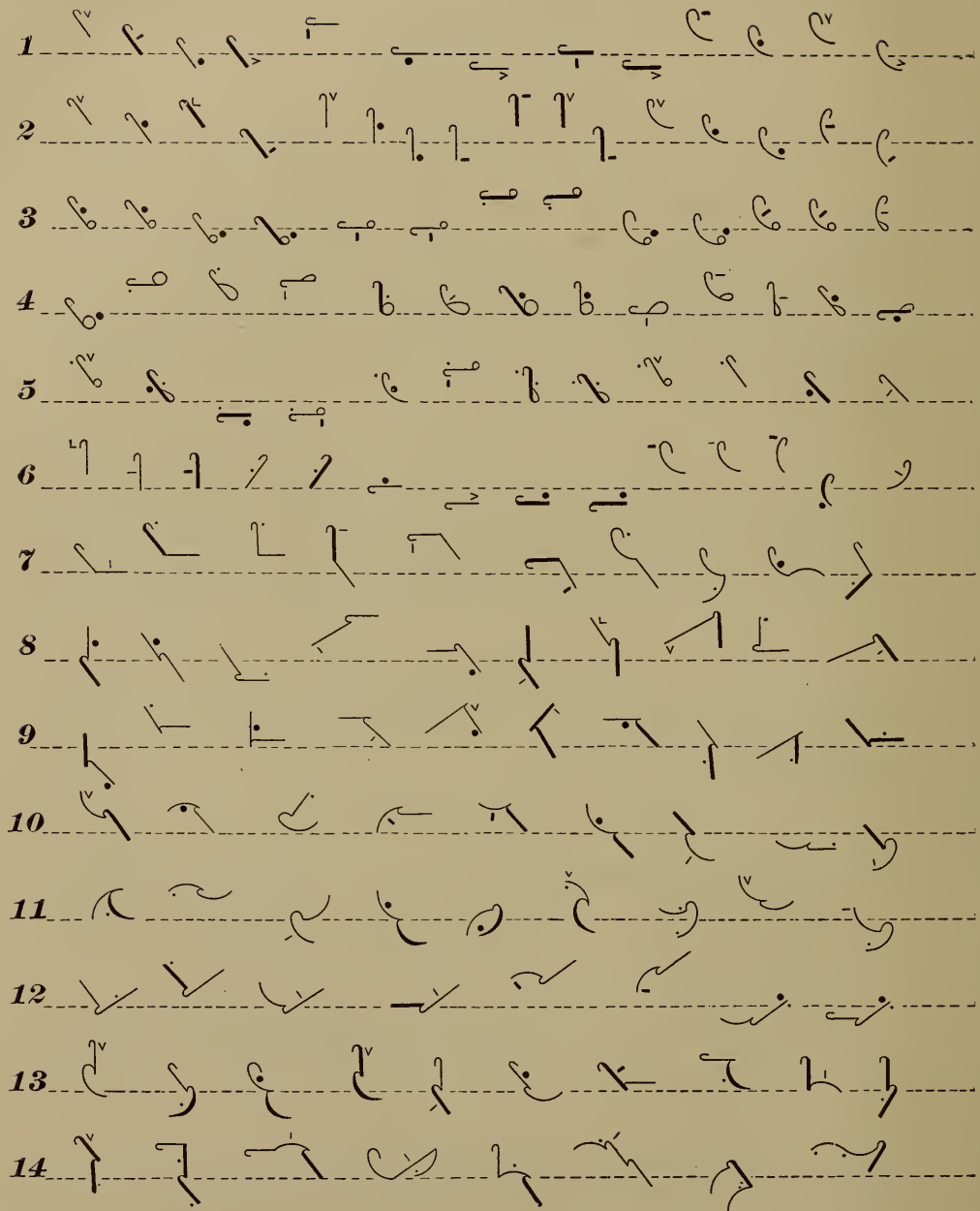
## READING BADLY MADE HOOKS.

90.—On curved stems the *l* and *r* hooks can be distinguished by their shape, even if the size is misleading. The *r* hooks tend to curl in and form a circle; while the *l* hooks are straighter and more open.

91.—The rules governing upward and downward strokes hold good when those strokes have an initial hook. *Officially* √---√---√---

92.—The *Rl* sign is so convenient that it is used when *r* is immediately followed by *l*, in the same or a different syllable, and when a vowel intervenes. *Pearl* √---, *pearly* √---, *barrel* √---

## READING EXERCISE.



## WRITING EXERCISE.

Play, plow, clay, glee, flee, prow, pro, bray, troy, crow, crow, gray, grew, fro, plies, please, pleases, pleased, braced, prize, press, presses, pressed, browse, blast, bluster, blister, blest, tries, trace, truce, dressed, dries, close, closes, closed, crest, thrust, crusts, cloister, glasses, cruise, grazed, graces, flies, floss, flaws, freeze, phrases, play, pale, plea, peel, blow, bowl, try, tire, cloy, coil, glow, goal, flaw, fall, follow, flew, full, fully, flay, fail, fry, fire, fiery, free, fear, fury, fro, fur, furrow, adder, addle, ogle, opal, oral, osier, oval, honor, inner, error, track, trim, trick, trail, cloth, clock, clear, brake, brick, plague, cream, plum, plume, truck, bring, drip, club, flower, breath, clutch, drag, gleam, trash, bridge, blush, flake, crutch, flame, clap, crayon, crib, crimson, fluid, flurry, prayer, prairie, prick, crack, April, block, drug, brush, crisis, drill, trowel, trail, truly, cruel, grill, climb, broil, cling, frail, freely, thrill, drawer, grape, trap, produce.

## REVIEW WRITING LESSON.

Fringe, precious, presume, flask, fresco, trustee, brisk, classify, preside, presence, grasp, clasp, closet, closely, grocery, proximity, impress, progress, employ, fabric, electric, cambric, simply, repress, replace, abroad, acrimony, decrease, increase, umbrella, duplex, inclose, implicit, premise, proclaim, implore, imply, premium, proffer, impress, flax, prelude, prepare, flange, milliner, clover, criticise, grumble, trimmer, rumor, drawing, drowsy, enamel, intrust, enable, placid, flank, glaring, grapple, flesh, infallibly, library, major, freak, infringe, flimsy, waver, parallel, pitcher, globe, froth, mineral, muzzle, fluency, jumble, maker, florist, miracle, pliable, preamble, perplex, primer, prism, fluffy, animal, wafer, Florida, plumbago, prior, Friday, glossy, fumble, reproduce, property, properly, declare, flexure,



liquor, syllable, prevail, resemble, average, legible, speaker, voucher, middle, liable, newspaper, legal, stumble, staple, thimble, collar, color, cooler, stifle, tumble, penalty, final, funnel, knuckle, embrace, banner, panel, timber, entry, trigger, triple, proceeds, precede, ledger. nippers, logical, surgical, typical, tropical, curl, gnarl, marl, purely, barely, fairly, spiral, obstacle, moveable, triumph, fresher.

## CONTRACTIONS.




Practice \ Belong \ Truth } Largely / Princi-  
ple \ Believe \ Deliver \f Larger / People \  
Number \ During \ Degree \

This practice places a premium on dishonesty. The principle is the same in both cases. The people who propose this change are largely to blame for its failure. It is clear that these things came during his absence from the city. We believe he is preparing some such program. I believe he will redeem all his pledges. I promise that you will have no cause to grumble. The large number of these errors is annoying. You are among the number who promised to assist us. It is the truth, although it seems incredible. I am nearly ready to deliver these books. Our business has increased largely during the past six months. The success of this scheme is largely due to his energy and pluck. You must make the next drawing larger, so that the small parts will appear plainer. I deny that we are liable for damages in any degree. Will you please favor us with an early reply. You will be unable to see them for several weeks.




## LESSON X.

## INITIAL HOOKS—CONTINUED.

## S CIRCLE IN CONNECTION WITH THE L AND R HOOKS.

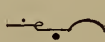
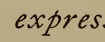

93.—The *s* circle is used in connection with the *l* and *r* hooks, being usually written inside of them. In that situation the “circle” really becomes a very small loop. The circle is written inside all the *l* hooks, and inside the *r* hooks on curved stems. The circle is read first; second, the vowel before the stem, if there is a vowel there; third, the stem, with the hook. Manifestly, neither a large circle nor a loop can be written inside a hook. *Splice* , *civil* , *summer* .


## THE CIRCLES AND SMALL LOOP IN CONNECTION WITH THE R HOOK ON STRAIGHT STEMS.


94.—It is not necessary to write an initial *s* circle inside an *r* hook on a straight stem, its being written over the hook, and appearing on the side opposite its regular place, being sufficient to indicate the *r*. Besides securing simpler and speedier outlines by this method, we gain the advantage of being able to write the large circle and the small loop on the *r* side of a straight stem. *Stray* , *stutter* , *disaster* .



## THE S CIRCLE BEFORE A MEDIAL INITIAL HOOK.

95.—In the middle of a word the *s* circle before an initial hook is usually written so that the hook will show plainly. The circle can be written on either side at the end of a straight stem to accommodate an initial hook on the next stem. The





*r* hook on a straight stem may or may not be covered by an *s* circle or a *ses* circle (as explained in the preceding paragraph) in the middle of a word, the covering or showing of the hook being determined by convenience. Between two straight stems, an *s* circle is sometimes made to cover an *r* hook by being written on the right-hand side of the first stem, and the second stem is started by retracing the top of the circle. *Exclaim* , *express* , *Jasper* 

96.—The syllables *scribe* and *scrip* are regularly written without indicating the *r*. *Subscribe* 

97.—Some reporters omit the initial consonant *K* in some words, on account of the difficulty of making an initial hook on the next stem. *Explosive* 

98.—The syllables *zel* and *zer* and their equivalents regularly take *Zl* and *Zr*, while *sel* and *ser* take an *s* circle. *Puzzle* , *pestle* 

### SPECIAL VOCALIZATION.

99.—In order to shorten what would otherwise be long or awkward outlines, and also to provide the shortest possible outlines for certain common words, the use of the double consonant signs as explained in ¶87 may be extended to syllables in which the vowel is not short *e*. It is then desirable to indicate the vowel that comes between the stem and the hook, which is done in the following manner. Dot vowels are represented by small circles; before the stem for heavy dots, after the stem for light dots. Dashes and diphthongs are stuck through the stem, in the proper position; though first and third position dashes and diphthongs may be written opposite the end of the stem, instead of across it, to avoid marring hooks. *Mar* , *care* , *hire* , *cure* 

### CAUTION REGARDING SPECIAL VOCALIZATION.




100.—It is difficult to learn to use special vocalization properly. As no more definite rule than the first sentence in the preceding paragraph can be given, the student will have

to learn from the dictionary, or from the writing of professional reporters, what words usually take a hook, when, according to ¶82, they should take a stem.

## W AND Y HOOKS.



101.—There are in all five initial hooks, of which the most important, *l* and *r*, have already been mentioned. The other three are subject to the same general rules that govern the *l* and *r* hooks.

102.—Two large hooks are written on straight stems—on the “circle” side, for *w*; on the “opposite” side, for *y*. The *w* hook on K is very useful for representing the sound expressed by the letter *q* in the ordinary spelling. The use of the *y* hook can be explained to better advantage later on.

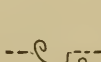

*Twist* --, *quick* --, *square* --

## THE IN CURL.

103.—The initial syllables *in*, *en* and *un* may be expressed before an *s* circle on the *r* hook side of a straight stem, or before a circle on M, *L*, R, SH and W, by a small curl begun on the side of the stem opposite the circle. The initial vowel is not written; it is easily ascertained in reading, because most of the words taking the “curl” are negatives, formed by prefixing a negative syllable to the affirmative primitive word.

*Unscrew* --, *unsalable* --

104.—This hook differs from the other initial hooks in not representing a close combination of two consonants. Its principal claim to being classed as an initial hook is the fact that it is written at the beginning of the stems. It is really a substitute for the N stem where the latter would make a difficult joining.

This curl is also written inside the *l* hook on curved stems and inside the *w* hook. *influx* --, *inquire* --



















## WRITING EXERCISE.

Splay, splash, sublime, suffer, sickly, safely, spray, cedar, screw, cider, suitor, sabre, stretch, separable, supersede, scribble, scroll, superfluity, displease, dishonorable, personality, extremity, dextrous, reciprocal, disrelish, disfranchise, disgrace, explicit, expressive, discourtesy, dear, chair, charm, germ, journey, partial, car, college, colony, corner, authority, shore, sharp, shell, shawl, mar, realm, wore, work, nervous, enlarge, lurk, rehearse, abhor, security, recourse, recall, courage, average, mercury, harmless, reliable, marvel, volume, value, endure, minority, procure, perplex, guarantee, devolve, twitch, twig, twill, quest, quail, quack, quota, quell, sequel, aquatic, request, requisite, squirm, squeeze, inquiry, bequeath, inscribe, inseparable, unseemly, unsociable, insoluble.

## REVIEW WRITING EXERCISE.

Splurge, sepal, sizzle, savior, seclusive, solder, sucrose, sadder, stress, setter, scramble, strength, outsider, supervise, scrofula, superb, supercilious, superimpose, displease, disciple, displeasure, reciprocity, seceder, orchestra, dispraise, misplace, execrable, explore, exterminate, deal, cheerful, church, Germany, parlor, journal, care, column, culpable, cork, share, sure, shelf, sheer, shirk, railroad, relapse, wear, wire, nerve, north, lurch, abnormal, alcohol, marsh, analysis, paralysis, telescope, colonel, careless, valve, vestibule, harvest, persevere, persist, divulge, twirl, equal, quaker, quarrel, quorum, perquisites, acquiesce, acquire, sequester, tweezers, insecurity, insuperable, inscrupulous, insomnia, envelope, involve, inflict, influx.

## CONTRACTIONS.

Over  Other  There  Already  Mr.   
 Longer  While  Dwell  Younger  Practiced  
 Surprise  Language  Question  Member 

This device possesses many advantages over every other similar appliance. There is no question of our being able to secure it. Mr. Smith replies that the papers are already



there. I refuse to follow such a foolish custom any longer. He practiced law while he was here, but he gave it up on leaving this city. Each member of the firm is wealthy. It requires a younger person to fill that place. We were very much surprised at the news. We fail to see how you can twist the language of the paper to agree with that view of the question. We can do no more work on it till you decide this question. I cheerfully acquiesce in this ruling.

## LESSON XI.

### FINAL HOOKS.

105.—The final hooks, like the initial hooks, are also five in number. These hooks are used simply to shorten outlines, and not to indicate close consonant combinations, as the initial hooks do. While they shorten outlines, they are also a great aid to legibility, and are really more important in this regard than as speed expedients.

STEM AND A SMALL FINAL HOOK MADE WITH ONE MOVEMENT.

106.—Small final hooks are produced by making the consonant stem with great rapidity and stopping the pen very abruptly at the end of the stroke, thus making both stem and hook with but one movement.

ORDER OF READING.



107.—A final hook is read after the vowel after the stem. A final hook must not be used at the end of the outline of a word that ends with a vowel. *Deaf* ḷ, *defy* ḷ, *pen* \, *penny* \.

### THE F OR V HOOK.



108.—A small final hook on the circle side of straight stems is used for *f* or *v*. The use of the hook for two sounds causes no trouble in reading. *Puff* \, *puffing* \.

109.—The *s* circle, looking more like a very small loop, may be written inside the hook. The circle is read after the hook. *Puffs* \.





110.—This hook can be used on curved stems under conditions explained hereafter.

111.—It should be noted carefully that the use of a V stem or a *v* hook at the end of an outline is a sure indication of the presence or absence, respectively, of a vowel at the end of the word. *Serve* , *survey* 





### THE N HOOK.




112.—A small final hook on the “opposite” side of straight stems, and on the inside of the curved stems, is used for *n*. This hook must not be used when *n* is the last consonant in a word and followed by a vowel, nor when *n* is preceded by two concurrent vowels. *Ten* , *fine* 



### CIRCLES AFTER N HOOKS.

113.—The *s* circle may be written inside the *n* hook on curved stems. On straight stems, circles and loops may be written on the *n* hook side. *Fines* , *tense* , *tenses* , *against* 



### CAUTION REGARDING “COVERING” A MEDIAL N HOOK.

114.—The *n* hook must not be covered by the *s* circle in the middle of an outline, since it would interfere with the covering of the *r* hook. Both the circle and the *n* hook must show distinctly, or the N stem will have to be written. However, a few words ending in *ing* violate this rule. *Destroy* , *density* , *ransom* , *dancing* 

115.—The *n* hook on a curved stem must be changed to N stem before a large circle or a loop. *Fence* , *fences* , *fenced* 

116.—The syllable “*trans*” is regularly written without indicating the *n*. *Transcribe* , *transpose* 

### HOOKS NOT ALWAYS FASTER THAN STEMS.

117.—It frequently happens that an N stem is faster than an *n* hook, especially after P and B. *Punch* , *branch* 

## THE SHUN HOOK.

118.—A large final hook on the circle side of straight stems, and on the inside of curves, represents any syllable equivalent to the spelling *shun*; such as, *tion*, *cion*, *sion*, *shion*, *cian*, *cean*, *sian*, etc. The *s* circle may be written inside of this hook. *Addition* --[hook]-- , *motion* [hook], *transmission* --[hook]--

119.—The stem SH with an *n* hook is used in words having no other consonants than *sh* and *n*; also when other consonants can be expressed by a circle. *Ocean* [hook], *session* [hook]

120.—The *shun* hook can be made after an *s* circle, the hook being carried around the circle. The circle and hook are made on the “opposite” side of straight stems when the *s* is preceded by an *n*. Since the vowel after the *s* is always long *a*, short *e*, or short *i*, it is not usually written. *Position* [hook], *physician* [hook], *transition*, [hook]

121.—A final *s* is represented by a small circle inside the hook. *Actions* [hook], *decisions* [hook]

## THE TER HOOK.

122.—A large final hook on the “opposite” side of straight stems represents the combinations *ter*, *ther*, *dher*, *tar*, *tor* and *ture*. The syllable *der* is regularly expressed by D with the *r* hook. The S circle may be written inside of this hook. *Tighter* [hook], *rather* [hook], *gathers* [hook], *bidder* --[hook]--

## L AFTER A FINAL HOOK.

123.—Such final syllables as *al* and *ly*, after a final hook, are usually written in the most convenient direction from the hook, without reference to the rules in Lesson VI, regarding the uses of L and *L*. However, some writers always disjoin a *L* for *ly*, when it cannot be joined. *National* [hook], *bitterly* [hook]

## DOUBLE UTILITY OF THE FINAL HOOKS.

Special attention must be called to the fact that the final hooks are not only speed expedients, but are also great aids to the legibility of the outlines in which they are used. This is true of all the final hooks, but more especially of the *f* and *n* hooks. The student has already noticed that the ability to determine at first sight whether a word begins with a vowel or a consonant, or ends with a vowel or a consonant, aids greatly in reading the outline. As hundreds of words have *f*, *v* or *n* as the last consonant, the proper use of the stems and the hooks in the outlines of these words will be of the greatest importance and advantage. This will be particularly true of pairs of words in which one word ends with a consonant and the other with a vowel; as, *pen*, *penny*. The use of the stem signs for *f*, *v* and *n* will therefore usually indicate either that the consonant is followed by a vowel or is preceded by two vowels.

## READING EXERCISE.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.



## WRITING EXERCISE.

Chafe, dove, cove, arrive, crave, cleave, driven, proven, sensitive, scoff, positive, observe, subserve, rebuff, alcove, spawn, spoon, brown, blown, drain, strain, strewn, clean, screen, glean, shun, salmon, noon, lean, scorn, salesman, abandon, superfine, punish, iron, burn, foreign, urgency, pansy, vacancy, pronounce, denounce, nation, passion, vacation, station, salvation, attention, inclination, selection, admiration, acceptation, exclusion, invitation, invention, provision, abbreviation, collection, correction, tuition, reaction, adaptation, mention, resolution, opposition, supposition, secession, cessation, incision, potter, tatter, totter, teeter, doubter, cutter, gutter, clatter, spatter, sector, culture, rapture, scattering, accoutre, scripture, proves, drives, gloves, roofs, pans, dense, guns, glanced, fines, wins, occasions, provisions, possessions, gathers, scatters, dispense, retains, reverence, appearance, assurance.

## REVIEW WRITING EXERCISE.

Buff, Jove, cave, gruff, grove, driving, David, divide, defeat, set-off, reserve, deserve, preserve, seraph, telegraph, span, plain, bran, drawn, strown, chin, adjourn, sojourn, apron, crown, grown, grain, ocean, known, morn, worn, serene, Scotchman, abstain, mission, remain, organic, barren, barn, retrench, occupancy, fancy, gainsay, vagrancy, abstinence, impertinence, notion, occupation, solution, adhesion, delusion, education, stationer, stationery, acceleration, exclamation, seclusion, election, abrasion, observation, attraction, sequestration, stimulation, taxation, disposition, exposition, batter, tether, daughter, gaiter, greater, scepter, creditor, rhetoric, alligator, nomenclature, chafes, arrives, reserves, pins, coins, gains, means, loans, editions, actions, sensations, squatters, actors, expense, pertains, perseverance, clearance, adherence, innocence, staunch, branch, clinch, pinch, revenge, fringe, sanguine,

sharpen, recline, decline, incline, rattan, resolve, revolver, refrigerator, ermine, renounce, romance, remains, button, obtains.

## CONTRACTIONS.

Experience --\--- Opinion --\--- Spoken \ Before \  
 Objection \ Subjection \ Between ---j--- Circumstance j  
 Circumstantial j Deliverance, ---f--- Differ-ent-ence ---t---  
 General-ly / Rēfēr-ence ↗

He has had ten years experience in this line of business. I fail to see how there can be more than one opinion on this subject. I have spoken of this affair several times before. That objection can be overcome, if the proper means are taken. He seems at last to have his enemies in subjection. The difference between them is scarcely appreciable. He must explain that circumstance before we can proceed. His story is circumstantial and long drawn out. We shall soon have deliverance from these troubles and annoyances. As soon as this circumstance is generally known many people will change their opinions on this subject. I refer you to Mr. Jones for a clearer explanation, for he has had experience with these machines. By reference to the books you can determine the accuracy of these lists.

## LESSON XII.

## DOUBLE LENGTHS.

125.—We have already modified the consonant stems in two ways—by circles and loops, and by hooks. A third way only remains, changing the length. In this lesson the consonant stems are doubled, and in the following lesson they will be halved.

126.—Doubling is used to add any of the following syllables: *ter, der, ther, tar, tir, tire, tor, tur, ture, tyr, thor, thur, tre, dir, dor, dure*, etc.

127.—All curved stems are doubled. Straight stems may be lengthened only when they have an *f* or an *n* hook.

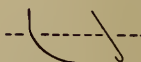
## POSITIONS OF DOUBLE LENGTHS.

128.—The positions of the double lengths are as follows:  
For down strokes:—

First position, resting on the line.



Second position, half way through the line.



Third position, three-quarters below the line.



For up strokes:—

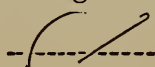
First position, one-half the height of a T stroke above the line.

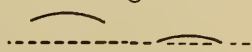


Second position, commencing on the line.



Third position, commencing half a space below the line.







129.—The position of the horizontal double lengths are the same as those of the single lengths. 

130.—Expressed briefly, a double length stroke begins at the same point where the corresponding single length stroke begins, except that the first position downward double lengths begin two spaces above the line.

## ORDER OF READING.

131.—The added syllable is read after the vowel after the stem. An initial circle or loop on a double length stem is read first, and a final circle or loop is read after everything else. A final hook is read just before the added syllable.

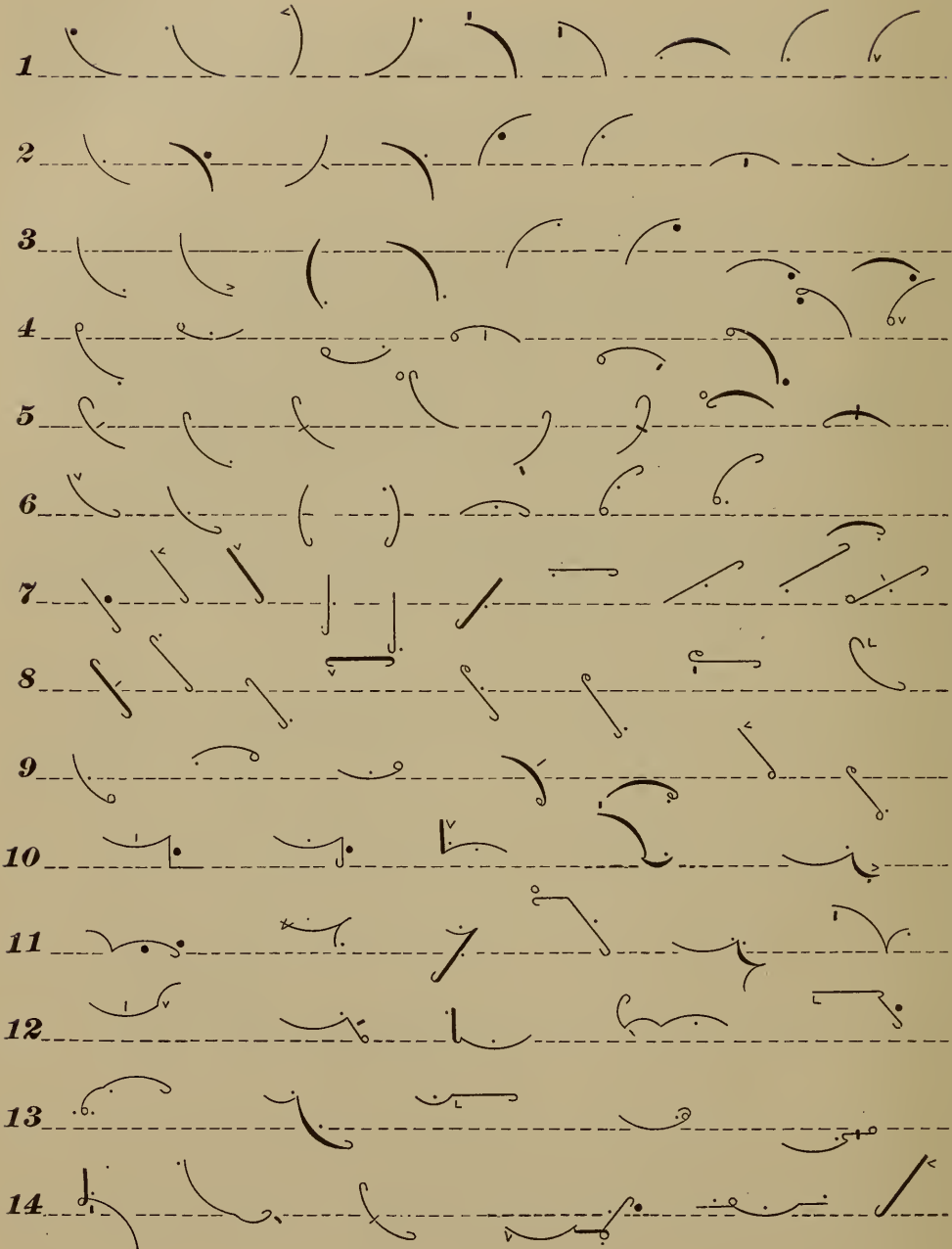
*Matter* , *center* , *enters* , *hinders* 

## SPECIAL VOCALIZATION OF DOUBLE LENGTHS.

132.—Special vocalization, as explained in ¶99, may be extended to double lengthening, when the vowel in the added syllable is not short *e*, but it is not often necessary to do so.

*Entire* 

## READING EXERCISE.



## WRITING EXERCISE.

Fodder, fighter, aster, orator, ardor, alter, loiter, lather, nitre, mitre, hatter, feather, voter, shudder, under, mother, hater, header, nature, feeder, easter, shooter, Luther, hither, neater, neuter, softer, saunter, sender, senator, scimiter, slaughter, flatter, fleeter, flitter, assorter, murder, shelter, founder, fonder, venture, wonder, winter, cylinder, yonder, hunter, lender, jointure, counter, gander, suspender, plunder, grander, shatters, orders, letters, cylinders, renders, printers, counters, hitherto, interfere, interference, reminder, lettering, decanter, fatherly, motherly, slanders, slanderous, tormenter, undergo, alderman, loitering, enterprise, counterfeiter, interposition, enterprising, barometer, indenture, intercede, interest, interlace, interline, interlocking, interrogation, intermixture, international, intersperse, underbrush, underdone, undergrowth, underlay, underlying, undermine, underneath, underpinning, underscore, undersell, undersign, undertaking, undervalue.

## CONTRACTIONS.

Entire Whether Description Quarter   
 Govern Altogether Began Begun   
 Begin Formation Within Recollection



This circumstance places the entire matter under suspicion. I can tell you better later whether I can go. I have neither seen nor read of anything of that description. News has come to us from several quarters that such a proposition is under discussion. We desire to call your attention to rules 2 and 3, which govern such cases as you mention. They began that work altogether too soon. Work on that job has begun already. Although it is new it begins to show signs of wear already. The formation of such a corporation is a menace to all the houses in our line of business. We desire to settle this matter within the next few days. My recollection is that you promised to make these alterations. The order was placed on file yesterday.



## LESSON XIII.

## HALVING.

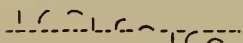
133.—Any stem may be halved to add *t* or *d*. Usually no distinction is made between *t* and *d*, but where it is necessary to make a distinction, halving is used for *t* only.

*Bit* ---, *bid* ---






Halving is not used in words whose only consonants are *rd* or *ld*.

## POSITIONS OF HALF LENGTHS.

134.—The position of horizontal stems remains the same, whatever the length. The positions of the half length upright stems is found by taking the lower half of the corresponding full length stem; that is, first position upright half lengths are half a space above the line; second position, resting on the line; third position, just under the line.




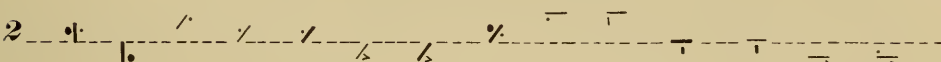



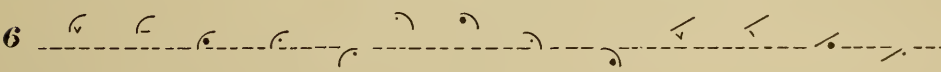
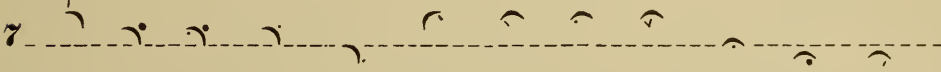
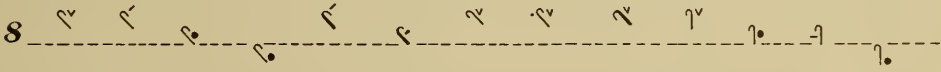

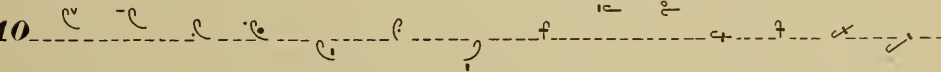
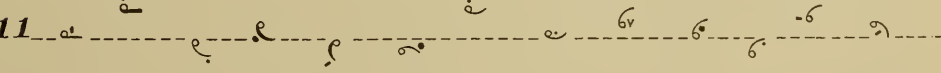
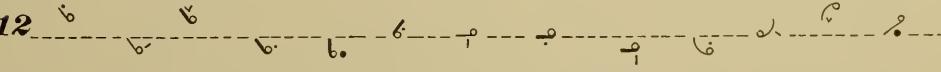
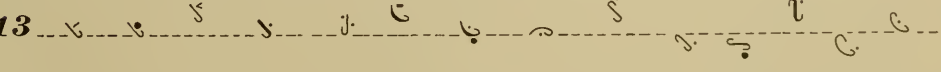

## ORDER OF READING.

135.—The added *t* or *d* is read after the vowel after the stem. A final hook is read before the *t* or *d*, and a final circle or loop after the *t* or *d*. *Tight* , *tent* , *debts* , *spends* , *drifts* ---

## LENGTH AND CURVATURE OF HALF LENGTHS.

136.—In practical writing, half lengths are really a little shorter than half the length of a T stem, and double lengths are a little longer than twice the length of a T. It will be noticed that half length curved stems are proportionately fuller, or more rounded, than full lengths; and single lengths are fuller than double lengths.

## READING EXERCISE.

- 1 
- 2 
- 3 
- 4 
- 5 
- 6 
- 7 
- 8 
- 9 
- 10 
- 11 
- 12 
- 13 
- 14 

## WRITING EXERCISE.

Put, aped, brought, bed, obeyed, lead, boot, dot, ached, eked, keyed, gate, goad, fad, feat, fend, avowed, evade, eased, oozed, aimed, emit, gnawed, night, not, end, neat, let, wrought, rout, wrote, root, hod, ahead, hood, heat, plot, plight, blight, bled, creed, greed, flight, fled, flit, flute, afraid, fright, fret, freed, relate, relied, shred, throat, spite, sailed, sealed, sold, sweat, pits, bids, beds, foots, fades, avoids, meets, waits, paved, opened, abound, tuned, don't, chant, binds, offend, event, mint, amount, lint, leaned, rained, wind, waned, hound, bland, brunt, draft, crowned, grand, grained, strained, cleft, flaunt, friend, stuffed, stated, studied, stirred, surround, drifts, rafts, rents, points, paints, abounds, tints, joints, finds, mends, hands, lends, spattered, clattered, ancient, motioned, efficient.


## CONTRACTIONS.

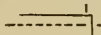

Particular --- Gentleman ✓ Gentlemen ✓ Difficult-y  
 --- According --- County --- Significant --- Fact ✓  
 Frequent --- Astonish-ed ) World ✓ Somewhat --- Move-  
 ment --- Government --- Where ✓


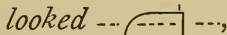



He wishes particular pains to be taken with this job. This gentleman was in here Wednesday with two other gentlemen to get prices on this piece of work. It has been difficult to secure the right material. According to his claims his machine does away with this difficulty. It is a significant fact that our goods have displaced all other makes in this country. He makes frequent visits to Chicago. We are the oldest house in our line in this country, having been founded over twenty years ago. Our goods having been shipped to all parts of the world. This last one is somewhat smaller than the first one. There is a movement on foot to change this practice.

## LESSON XIV.







## JOININGS OF HALF LENGTHS.


137.—Half lengths may be joined to the other stems, whatever their length, so long as an angle is obtained. *Interrupt* 

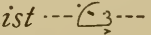
138.—A half length straight stem may not be joined to another half length, or to a full length, straight stem made in the same direction, nor to a curved stem curving into it, nor should a half length curved stem be joined to a curved stem with which it makes no angle; full length stems must be used, or a half length disjoined. *Cooked* , *judged* 



*vacate* , *looked* , *waited* , *attitude*   
*modest* 



## HALF LENGTHS DISJOINED.

139.—The final syllables *ted*, *ded*, *tude*, *did*, *tate*, etc., are nearly always indicated by a half length; and the half length is disjoined, when its joining is forbidden by the preceding paragraph. *Rated* , *faded* , *gratitude* , *candid* ,  
*agitate* , *agitated* 



140.—Words ending in *dered* usually take halving and a final R half length. *Rendered* 



141.—It is allowable in some words ending with *ist* to make a half length S upward. *Elocutionist* 





142.—The stem M and N should not come together, when one stem is full length and the other half length. *Named* , *monotony* 






143.—Great care must be used in writing a large hook on a half length stem, and in writing half length curves where they might easily look like *shun* or *ter* hooks. *Gathered* , *cashed* 

## CAUTIONS.

144.—Half lengthening must not be used where *t* or *d* is the last consonant in a word and followed by a vowel; nor should it be used where the *t* or *d* is preceded by two concurrent vowels. *Fiat* , *duty* 

145.—Halving is not used in words whose only consonants are *rd* or *ld*. *Road* , *load* 

146.—When *d* is the last sound in a word and preceded by *l* or *r* which is itself preceded and followed by vowels, the stem D is used. *Married* , *carried* , *tarried* , *followed* 

147.—Half lengths for *l* and *r* follow as near as possible the rules in Lesson VI, but the plainest and easiest joining should always be chosen. *Pilot* , *piled* , *operate* , *poured* , *inquired* 

## READING EXERCISE.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14



## WRITING EXERCISE.

Picked, urged, racket, adapt, tipped, daylight, killed, remote, argued, copied, capped, combed, comet, tucked, ticket, attached, cashed, polite, dodged, checked, repeat, refuse, reviewed, wronged, timid, ragged, unaided, skimmed, slipped, solved, skipped, designed, decent, biscuit, musket, tested, unsound, casket, invested, phosphate, loosened, exert, climbed, climate, plagued, duplicate, tripped, blamed, blocked, scratched, stripped, struggled, labelled, enabled, pickled, crippled, replied, coupled, shuffled, flavored, troubled, regret, liquid, displayed, reciprocate, obscured, recalled, divert, refund, elegant, remind, sediment, segment, sargeant, urgent, pivot, bucket, rigid, estate, valid, assumed, patent, merchant, shipment, argument, elementary.

## REVIEW WRITING EXERCISE.

Getting, fighting, evading, acting, little, metal, ratify, ending, lottery, scandal, greatness, acquital, secretary, article, acquaintance, bundle, spindle, beautified, notified, moderate, abatement, sentiment, eradicate, gratitude, detailed, affidavit, abundant, phonetic, capital, retract, receptacle, script, dissatisfied, adamant, scanty, serenade, shipment, accelerate, rectify, except, debatable, abrupt, aspect, settlement, seldom, manifold, adult, exhausted, identify, oratory, fanatic, scrutiny, scald, skilled, adequate, accurately, safeguard, adjunct, catalog, mutilated, undoubtedly, argument, scientific, acceptable, accident, injured, sentence, budget, isolate, escort, asphalt, alphabet, candle, merchant, mercantile, prominent, understand, interrupt, afterthought, underestimate, interviewed, result, fatigue, moment, determined, candidate, independent, advocate, intensity, maintenance, secured, declined, declared, delegates, inventory, military, multiplied, grandest, shortened, rental, incandescent, ultimately, entitled, metallic, amendment, preventive, authentic, random, assortment.

Our time lately has been occupied in making out these lists. He failed to notify us at the time it occurred. These items should be arranged in alphabetical order. We can't interrupt the proceedings now to attend to that matter. He failed to get the check cashed because there was no one to identify him. He employed a draftsman to get up his drawings. We have written regarding these notes, but as yet have not received a definite answer. You can find these goods at any retail store, as we give no one an exclusive agency. We have been hindered in this work by the defective material supplied. There will be little difficulty in making the proper arrangements. These articles are regarded by experts as the finest yet produced. They disagreed on this point over a year ago, and are still unable to come to an agreement. The plates were destroyed, but they could be reproduced at a trifling expense. It is their evident intent to force us to extreme measures. Their first estimate was too low, but they have rectified that error. The report should be made out and handed in at as early a date as possible. These bills are rendered monthly. We have sent the order to the factory, and the goods will be shipped to you direct. A more intimate acquaintance with these goods will establish their claims to superiority. I am much gratified by the news of your success.


## LESSON XV.





BRIEF SIGNS. NEGATIVES. PAST TENSE OF  
REGULAR VERBS.

## THE H TICK.





148.—It is a peculiarity of the consonant *h* that it may be omitted, without disadvantage, from many words. Where it does not seem best to omit it altogether, yet its omission improves the outline greatly, the *h* may be indicated by a light dot placed alongside of the following vowel.


*Hope* 




149.—In outlines where neither the stem nor the dot *h* are satisfactory a “tick” can be used. The tick can be made vertically or horizontally, and struck in the most convenient direction. It is used both initially and medially. *Heavy* 

*hammer* , *unhook*  — *Wheat*  *Whay* 

The horizontal breve for *h* may be joined initially to *W* in the outlines for such words as *whale*, *while*, etc.

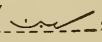




150.—Brief signs for *w* and *y* have been provided by halving a circle the size of an *s* circle. Either side of the circle, cut vertically, is used for *w*; and the upper and lower halves are used for *y*. These semicircles must not be prefixed to straight stems in a way to look like a hook. On a curved stem the brief sign nearly always curves the same way as the stem. *Walk* , *wave* , *yoke*   
*yellow* 



151.—The stem must be used when there is an initial vowel. *Awake* 

152.—The brief *y* is often used medially to add to the legibility of an outline. *Annual* , *graduate* , *actual* .

153.—The student must resist a tendency to make these signs broad and shallow, but rather, if they are exaggerated at all, make them narrow and deep.

### NEGATIVES.


154.—In writing the negatives of adjectives and adverbs beginning with *l*, *m*, *n* and *r*, which form the negative by prefixing the syllable *in* (meaning *not*), or its modifications *il*, *im*, *un* and *ir*, it is necessary, for the sake of legibility, to double the initial consonant. In words beginning with *n* or *m* an extra stroke is added; in words beginning with *l* and *r*, the hooks are used—and it is only in these words that the *l* hook is found on *L* and the *r* hook on *R*. *Unnatural* , *immovable* , *illegible* , *irresistible* , *irremediable* .


155.—An extra stroke is prefixed to all words beginning with *in*, *en*, *em* and *un*, where it is necessary to distinguish such words from words that begin with *m* or *n*. *Ennoble* , *noble* .

### PAST TENSE OF REGULAR VERBS.


156.—The writing of the past tense of regular verbs is of such importance that space is here taken to give the following rules:



(1). When the present tense is written with a full length stem, the past tense is formed by halving that stem.



*Talk-ed* .

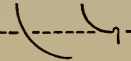
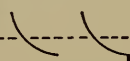
(2). Verbs ending with an *s* circle change the circle to a small loop. *Face-d* .



(3). Verbs ending with a *ses* circle add a T or D.



*Emphasize-d* .

(4). Verbs ending with *st* loop change the loop to an *s* circle and add a half length T. *Rest-ed*  





(5). Verbs ending with a *ster* loop change the loop to an *s* circle and add a half length Tr. *Master-ed*  

(6). Verbs ending with a double length with a simple ending, change the double length to single length and add a half length Tr or Dr; except that when the final syllable is equivalent to *dher*, a D is added to the form of the present tense. *Fetter-ed* , *feather-ed* 



(7). Verbs ending with a double length with a final hook, change the double length to half length and add a half length R. *Squander-ed*  

(8). Verbs ending with a half length, change the half length to full length and add a half length T or D. *Lift-ed*  

SAME FORM FOR PRESENT AND PAST.

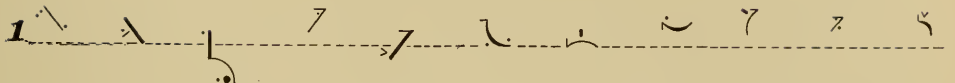
157.—Some writers prefer to use the same form for both the present and the past tense, depending on the context to indicate which tense the speaker used. With many verbs it is safe to do this, but the above rules will apply to most verbs. The use of the same form for the present and the past is usually restricted to word signs, to cases where the following of the rules just given would make awkward outlines, and to a few verbs of constant recurrence. *Recollect-ed* , *persuade-d* , *acquaint-ed* , *mention-ed* 


### W HOOK ON L

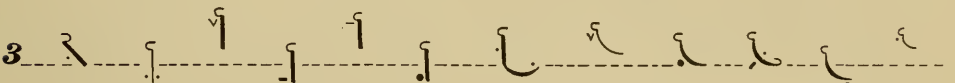
As there are few words beginning with *il*—and their short-hand outlines are exceedingly legible—the character used for *Ll* may also be used for *Wl*. This form is more easily made than *Wl*, and affords a means of distinguishing the compound words formed from *well* and *ill*. *Wealth* , *well-bred* 




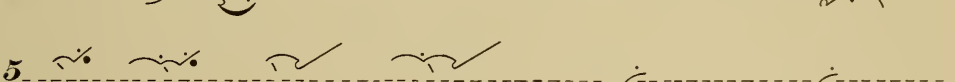
## READING EXERCISE.

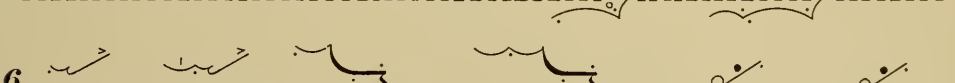
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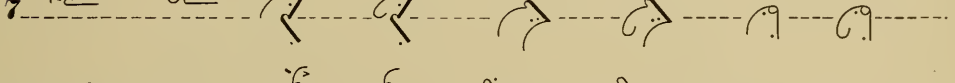
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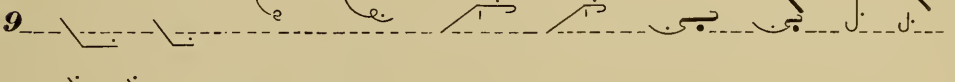
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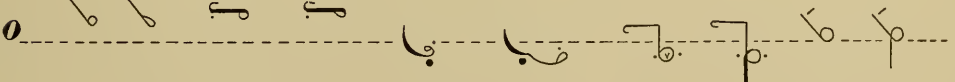
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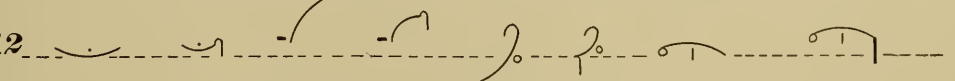
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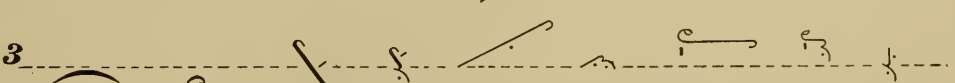
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## WRITING EXERCISE.

Hoop, habit, happily, hypothesis, apprehension, heave, heaven, ham, whirl, white, wharf, heel, hull, hurry, hollow, herald, hatred, harass, hoax, inhale, wagon, wax, webbed, wooden, whitewash, interwoven, Washington, switch, value, emulate, eulogy, Utah, yelp, memorial, immemorial, modest, immodest, noticed, unnoticed, legitimate, illegitimate, reproachable, irreproachable, refutable, irrefutable, pack, packed, prepare, prepared, improve, improved, retain, retained, decline, declined, presume, presumed, desist, desisted, pile, piled, expose, exposed, close, closed, depress, depressed, discuss, discussed, dispense, dispensed, pronounce, pronounced, mince, minced, emphasize, emphasized, rest, rested, divest, divested, bluster, blustered, fester, festered, weather, weathered, centre, centered, further, furthered, flounder, floundered, plunder, plundered, plot, plotted, fret, fretted, shred, shredded, duplicate, duplicated, meditate, mitigate, mitigated, dictate, dictated, irritate, irritated.

## REVIEW WRITING EXERCISE.

Hub, inhabit, hypocrite, hypnotism, heavily, hymn, hash, whence, whiff, whole, hoof, Havana, hammock, hidden, horn, human, hogshead, Harrison, heredity, width, assuage, unique, euphony, occupation, mature, immature, movable, immovable, numerable, innumerable, literate, illiterate, repressible, irrepressible, live, lived, move, moved, load, loaded, sustain, sustained, entertain, entertained, furnish, furnished, block, blocked, reply, replied, refuse, refused, impress, impressed, dismiss, dismissed, cleanse, cleansed, announce, announced, wince, winced, exercise, exercised, italicise, italicised, digest, digested, dust, dusted, plaster, plastered, muster, mustered, cluster, clustered, mitre, mitered, shudder, shuddered, feather, feathered, wander, wandered, encounter, encountered, blot, blotted, thread, threaded, include, included, interrupt, interrupted, implicate, implicated, educate, educated, meditate, meditated, rotate, rotated.

We have examined this method, and are satisfied with the result. It behaves well, even under adverse circumstances. They are somewhat apprehensive of the result. All his property is heavily insured. We are in the habit of making these deductions. These goods are widely and favorably known. Their plans are as yet immature. This price gives us only our legitimate profits. His behavior under such trying circumstances has been irreproachable. His argument is irrefutable. The damage is irreparable. The results have proved the accuracy of his hypothesis. His attitude on this question in an unenviable one. The cases lay on the wharf for two days, exposed to the weather, and in this way the damage occurred.

## LESSON XVI.

### CONSONANTS INDICATING VOWELS.

158.—It is very probable that the student regards the ground covered by lessons 5 to 15 with the single idea that he has been learning to write the consonant outlines of words in the briefest possible manner. It is absolutely necessary to modify this idea with two facts: First—That the consonants in a word should be so written as to indicate their relation to each other. Second—That the consonant stems, circles, hooks, halving, etc., in an outline should be used in a way to indicate the number and location of the vowels. The importance of these two facts is easily understood in view of the fact that in practical reporting vowels are rarely written; and so, although the reporter uses the briefest outlines available, those outlines are really the best that give him the most assistance in reading his notes. Therefore, most words should be written so that every vowel can be indicated; and all those words should be memorized (it is not as difficult a task as it sounds) in which this rule, in order to secure easier or shorter outlines, is violated.

159.—The following exercises will not only be a review of the modifications, but will also enable the student to use them more intelligently hereafter.

## READING EXERCISE.

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## WRITING EXERCISE.

Dish, tissue, lake, elk, sling, along, fall, follow, dale, daily, gall, galley, gale, gaily, toll, tallow, veil, valley, volley, rye, ire, rash, Irish, bar, borrow, bur, berry, chair, chary, jar, injury, scope, escape, side, aside, less, lessee, lays, lazy, moss, mossy, race, racy, abuse, busy, sink, zinc, case, chaos, sing, seeing, based, beside, test, testy, joists, justice, faced, faucet, list, elicit, honest, honesty, solaced, solicit, ply, pile, tree, tear, flay, fail, oval, veil, bran, barn, deaf, defy, pin, piano, chin, china, fun, funny, marine, merino, shine, shiny, ender, endure, stair, stern, sturgeon, stray, strong, strike, strap, Austria, Astoria, prate, pretty, might, motto, word, wordy, dyed, diet, duty, pet, petty, blood, bloody, parrot, parity, aimed, empty, flight, flighty, fruit, fruity, quite, quiet, roofed, refute, scant, scanty, cleaned, client.

## REVIEW WRITING EXERCISE.

Lavish, vichy, lame, elm, laminate, illuminate, pill, pillow, coil, coyly, gull, gulley, bell, below, file, folly, rag, argue, rally, early, bore, bureau, opera, appear, dare, diary, inquire, inquiry, spy, espy, spire, aspire, lace, lasso, tips, tipsy, ounce, ensue, sauce, saucy, pies, pious, sues, Suez, sore, sewer, best, bestow, chests, chastise, fast, facet, haste, hasty, rust, russet, rusty, mist, misty, lustres, lustrous, monster, monstrous, free, fear, fly, file, glow, goal, signer, snare, burn, barren, tough, taffy, photograph, photography, din, deny, men, many, line, lion, essence, science, batter, battery, director, directory, centre, sentry, squander, quandary, lender, laundry, stirrup, storage, strip, string, stream, oyster, austere, austerity, fat, fatty, sift, safety, ant, into, pit, pity, piety, pilot, polity, operate, party, flood, fluid, crate, create, cart, carat, quote, quota, bond, bonnet, patent, patentee, instead, unsteady.

They have spent money freely on this enterprise. This shipment is to go by lake and rail. The daily reports show a steady increase. Fill out this sheet and file it away. It is no use to argue this question further. We hope to hear from you at an early date. They have been obliged to borrow a large amount of money. They escaped with little damage. These items appear on that list. We have written our Mr. White to inquire into this matter. We have already made arrangements for the ensuing year. This claim ought in justice to be allowed. These plans were hastily prepared, and new ones will have to be drawn. The storage on those goods will amount to as much as the goods are worth. There is a striking resemblance between them. These goods were imported from Austria.



## LESSON XVII.

## PREFIXES.






160.—The outlines of many words can be shortened by using abbreviated forms for certain common initial and final syllables. The following signs are provided for five common initial syllables, and are known as Prefixes:

“CON.”



161.—*Con*, *com* and *cum* are indicated by a light dot written before, and close to, the remaining portion of the outline. *Compose*

162.—Some writers prefer to omit the dot, except at the beginning of a sentence or of a line of writing, and write the remaining portion of the outline close to the outline of the preceding word. *They complain*


163.—The above syllables, and also *cog*, can be indicated in the middle of words by a “break;” that is, omitting the syllable and writing the two parts of the outline near each other. *Recognize*

164.—*Accommodate*, and its derivatives, *accomplish*, *accompany*, *inconsiderable*, *inconsistent*, and words beginning with *circum* are written without a “break” or any reference to the *con*, *com* or *cum*. *Accommodate* , *accompany* , *inconsiderable* , *inconsistent* , *circumference* 




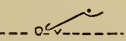
“FOR.”


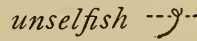
165.—*For* is written simply F, with the rest of the word joined, except *forget* and its derivatives. *Forfeit* , *forget* 

## "MAGNA."


166.—*Magna, magne, magni*, are indicated by an M, and the rest of the outline disjoined. *Magnitude* 

## "SELF."


167.—*Self* is written with an s circle, invariably on the line of writing. The rest of the outline may be joined, when the next stroke is a down stroke with a simple beginning. *Self-defense* , *self-praise* , *self-interest* , *self-reliant* 

168.—In words beginning with *self-con*, the "con" dot must be written. *Un* may be prefixed to *self* by the *un* curl. *Self-control* , *unselfish* 

## "WITH."

169.—*With* is indicated by the stem DH, and the rest of the outline joined. *Withdraw* 

## POSITION OF BROKEN OUTLINES.

170.—In words with part of the outline disjoined, the rule for position still holds good; the first upright stroke, wherever it is, must be in the position of the accented vowel. *Magnanimity* 

## READING EXERCISE.

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## WRITING EXERCISE.

Comfortable, commendable, comment, commodious, commonplace, commutation, comprehensive, company, comparison, compass, compensation, compile, complex, concert, conclusion, concord, condemn, condescend, condole, conducive, conduit, confer, confess, confidence, confirm, confiscate, confront, conglomeration, congress, connection, connivance, consent, conserve, considerable, consignee, console, consort, conspiracy, constant, constrain, construe, consultation, consummation, contagious, contemplate, contest, continent, continue, contraction, contrary, contribute, control, incomparable, inconceivable, disconcert, discomfort, recommendation, unconditional, accommodated, accomplishment, circumlocution, forgot, formerly, forasmuch, magnetic, magnetized, self-complacency, self-condemnation, self-convicted, self-reproach, self-same, withdrawn.

## REVIEW WRITING EXERCISE.

Commanding, commensurate, commercial, commodity, commune, compact, compliment, compare, compartment, complain, competent, complete, conception, concession, concoct, concur, condense, conditional, condone, conduct, confectioner, conference, confession, confine, confirmation, confound, confusion, congregation, conjunction, connoisseur, conscience, conscious, consequent, consideration, consign, consistency, consonant, conspire, conspicuous, constitution, construction, consult, consume, contact, contain, content, contiguous, contingency, contract, contractor, contrast, contrive, convalescent, incompetent, incongruous, discontinue, discontent, encumber, unconcerned, accommodation, circumscribe, circumspect, forgotten, formidable, magnified, magnificence, self-destroyer, self-conceited, self-confident, self-made, self-regulated, self-sufficient, withdrawing, withdrew.

Our contract calls for the very best material. After the machines leave our hands we have no further control over them. They have received orders to construct six new ones. His course has been consistent throughout. He is thoroughly competent to pass judgment on such matters. We have been put to considerable extra expense through this error. We have received several compliments concerning that last shipment. In general terms, the circumference of a circle is three times the diameter. Please forward these goods without delay. They were formerly sold by weight, but are now sold by measure. All who have seen it pronounce it a magnificent piece of work. People are inclined to magnify their difficulties and troubles. We guarantee this machine to be perfectly self-oiling. He seems to be guided by self-interest only. Self-protection compels us to withhold this money until you make out a complete statement of the account.

## LESSON XVIII

## SUFFIXES.

171.—There are eleven suffixes, which, arranged alphabetically, are as follows:

“BLE.”

172.—*Ble-y* are indicated by B, when the B cannot take an L hook easily, joined to the preceding part of the outline. *Sensible*

“BLENES.”

173.—*Bleness, fulness, iveness, lessness*, are indicated by Bs, Fs, Vs and Ls, respectively, disjoined. *Reasonableness* , *carefulness* , *attentiveness* , *thoughtlessness*

174.—The disjoined stem, unless it is the stem that shows the position of the word, is begun as closely as possible to the preceding part of the outline, in order that no time be lost.

“EVER.”

175.—*Ever* is indicated by the *v* hook. The *v* hook can be made on a curved stem for this purpose, and will then look exactly like a *shun* hook. *Whichever* , *however*

“FORM.”

176.—*Form* is indicated by a joined F. *Inform*

“ING.”

177.—*Ing* is indicated by a light dot opposite the end of the preceding part of the outline. This suffix is used only after half length P, B, M, H, L and Y, and word signs.



It may also be used after loops, instead of the *ing* curl. *Putting* ---∇---, *meeting* ---∧---, *yachting* ---∩---, *resting* ∘, *representing* ∨.

178.—The plural, *ings*, is made by changing the dot to a small circle. *Holdings* ∘.

179.—This suffix is not intended to be a time saver, but is used to secure simpler and plainer outlines, and should be written only in the cases above mentioned.

“MENTAL.”

180.—*Mental-ity* are indicated by a disjoined Mnt. Words ending in *mental* will always be in second position, and those ending in *mentality* in first position. *Instrumental-ity* ---∩---∩---

“OLOGY.”

181.—*Ology* is indicated by J, joined or disjoined, whichever is most convenient. *Physiology* ---∩---

“SELF.”

182.—*Self* is indicated by the *s* circle joined to the preceding part of the outline. *Selves* may be indicated by the *ses* circle. *Myself* ---∩---, *herself* ∩, *themselves* 6

“SHIP.”

183.—*Ship* is indicated by SH, joined or disjoined. *Partnership* ---∩---

“SOEVER.”

184.—*Soever* is indicated by *sV*, joined. *whichsoever* ∩

“WORTHY.”

185.—*Worthy* is indicated by the stem DH, joined or disjoined. *Praiseworthy* ---∩---

## READING EXERCISE.

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## WRITING EXERCISE.

Forcible, compoundable, lamentable, insurmountable, insensible, actionable, unfashionable, desirableness, irascible, invincible, attainable, reducible, plausibleness, sociableness, agreeableness, affableness, accountableness, acceptableness, manfulness, peacefulness, artfulness, faithfulness, spitefulness, constructiveness, apprehensiveness, combativeness, instructiveness, painlessness, gracelessness, dauntlessness, informed, performed, reformed, reformation, padding, excepting, computing, abutting, bidding, mating, remitting, hating, costing, coasting, roasting, blustering, mustering, clustering, requesting, twisting, wasting, objecting, belonging, advertising, delivering, changing, beginning, questioning, referring, plottings, heatings, rudimental, regimental, detrimental, ornamental, mythology, ornithology, geology, theology, yourself, yourselves, co-partnership, ladyship, lordship, scholarship, whosoever, unseaworthy.

He has always been noted for carefulness and thoughtfulness in his work. We call your special attention to the fine finish and general attractiveness of these goods. The error occurred through the carelessness of the bill clerk. We wish these strips made of a uniform width. He is just completing that list. These castings were made at the Phœnix foundry, and are superior to those we have been getting. He has been assisting them, however, despite their denials. He was instrumental in securing this change. They did all the work themselves. These goods cannot be surpassed for material and workmanship. We make no exceptions whatsoever.

## LESSON XIX.

### WORD OUTLINES IN GENERAL.

#### OMISSION OF VOWELS.

186.—In actual reporting, vowels are seldom written, as the reporter has not time to insert them. Unvocalized outlines, however, are not difficult to read, when the foregoing principles are thoroughly mastered. The position of an outline gives the position of the accented vowel; and if the outline is properly written, the number and location of the vowels in the word are shown. So, the statement sometimes made, “in phonography only the consonants are written,” is somewhat misleading; it being nearer the truth to say that the consonants are written in such a way as to indicate the vowels.

#### VOWELS INSERTED.

187.—But it is often necessary to write vowels, and it is one of the points of a first-class stenographer to know just when to insert a vowel. Where two words are pronounced alike, except as to one vowel sound, one word, usually the one that occurs oftener in common speech, should regularly be written unvocalized, and the other word always have the distinguishing vowel written. This is especially important when one word begins with a vowel and the other with a consonant. Proper names, technical terms, foreign expressions, and words that are unfamiliar to the writer, or seldom occur in his work, should usually be vocalized. Proper names are vocalized in full; other words take only the accented vowel, or the vowel that distinguishes the word from another word of nearly similar pronunciation. The student, therefore, has

not learned the vowels only to drop them; they are written whenever they are absolutely necessary to the legibility of certain outlines—and the outlines of all words should be so chosen as to indicate the vowels.

#### CHOICE OF OUTLINES.

188.—There are many words in writing which the writer has the choice of several outlines. His choice cannot be made solely upon the consideration of brevity; the legibility of the outline, its dissimilarity to the outlines of all other words, and its general resemblance to the outlines of the words with similar derivation, must also be taken into account. Very frequently the best reporters deliberately choose longer outlines, to avoid illegible or difficult outlines.

#### DERIVATIVE OUTLINES.

189.—There is great difference of opinion as to the best way to write words having a common derivation; some writers insist upon having a family resemblance among all the outlines of the words belonging to the same group, while others write each word in the language with the most convenient outline for that word, without reference to the outlines of the other words having the same derivation. Doubtless, the best course lies between these two extremes.



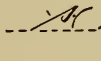
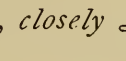
#### COMMON INITIAL AND FINAL SYLLABLES.

190.—It will be of great assistance to the student to notice the most commonly occurring syllables found in the words of every day use, especially initial and final syllables, and as far as possible in his writing indicate the same syllable with the same sign. The list given below will repay careful study.



191.—Special attention is first called to the following final syllables:

“LY.”


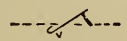
192.—When final *ly* is immediately preceded by a consonant written with a stem sign, the *l* is indicated by the *l*

hook on that stem. When *ly* is immediately preceded by a vowel, the stem *L* should be used; when *L* cannot be joined, some writers disjoin it, while others join the down stroke. After an *s* circle indicate *ly* by an upward or downward stroke, whichever is most convenient. *Doubly* ---, *daily*   
*ly*, *urgently* ---, *closely* 




“RY.”


193.—Final *ry* is frequently indicated by the *r* hook, but more generally by *R*. *Mystery* ---, *complimentary* 

“TY.”

194.—The ending *ty* can frequently be expressed by omitting the *y* and indicating the *t* by halving the preceding stem. The ending *ability* is regularly indicated by *Bl*. *Activity* ---, *reliability* ---


“TURE.”


195.—The final syllable *ture* is regularly indicated by the *ster* loop, the *ter* hook, or doubling, without any attempt at vocalization. *Texture* , *culture* , *venture* ---

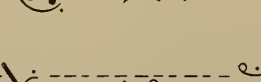
196.—The *n* hook is used in *thereon* and *therein* 

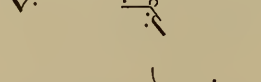


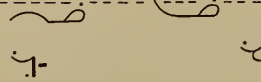
## READING EXERCISE.


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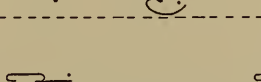
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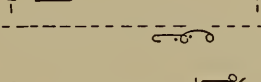
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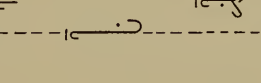
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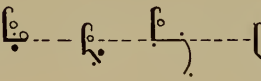
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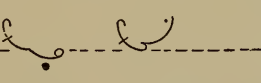
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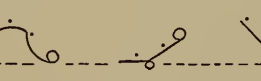
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## WRITING EXERCISE.

Likely, manly, chiefly, seemingly, sundry, cookery, Montgomery, liberty, moisture, texture, structure, lecture, forfeiture, adventure, antipodes, calculation, caliber, calumny, carbonic, cartridge, circular, serpentine, chronometer, collision, Columbia, cork, corpulent, correspondence, countermand, countermarch, cutting, cutlery, delegation, delicate, fervor, furniture, furthermore, hydrophobia, intended, intense, intercede, interlock, interpret, interstices, international, paragraph, parchment, parquet, partake, perceive, percolate, perfect, perjure, permeate, pernicious, perplex, person, quadruple, relate, release, relevant, relinquish, relish, supervise, supremacy, superfluous, suspect, susceptible, underground, underwent, undersized, valve, valuable, verdant, verify, versatile, vulcanize, vulnerable, criticise, occultism, fatherhood, native, locomotive, octave, periodical, thermometer, gasometer, apparent, adherence.

## REVIEW WRITING EXERCISE.

Positively, slightly, lonely, savingly, treachery, finery, locality, credibility, pasture, picture, departure, feature, curvature, antedate, antagonist, incalculable, calisthenics, carbine, carmine, circulate, serene, Christmas, chronology, colloquial, cordial, cornet, corduroy, corrupt, countersign, counterpart, cutlet, cuticle, deliberation, delinquency, furbelow, further, hydrographic, hypothecate, intention, intolerable, intercept, interpose, interrogate, intersect, introduce, parcel, parlor, parsimony, partial, perceptible, percussion, perfume, permanence, permissible, perpetrate, persist, quadrant, relapse, relax, relent, reliable, relic, reluctant, superb, superfine, superinduced, superstitious, suspense, suspicion, undersigned, understanding, value, valentine, valedictory verbal, verdict, vertical, version, volume, vulgar, precise, criticism, Buddhism, motherhood, relative, indicative, radical, particle, barometer, lactometer, disappearance, clearance.


He has the ability to express his ideas briefly and clearly. Nearly all the refineries in the country have bought our machinery. Our calculations were based on our getting this material from you. Our correspondents in your city are Messrs. Jones & Smith. It is a delicate question and must receive due deliberation. You can exercise your own judgment and good taste in making a selection. There is no likelihood of a change being made. Appearances are all in its favor.

## LESSON XX.

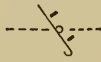
## CONSONANTS OMITTED.

197.—Many omissions are made in writing the outlines of words, where they make outlines shorter, or less difficult, and do not interfere with legibility. The following omissions can be made regularly:


K AND G.

198.—K and G are omitted after NG, when the K or the G is not the final sound. An initial hook that would naturally come on the K or G falls back on the NG. *Angle* 


T.


199.—T after *s*, at the end of a syllable. Thus permitting many outlines to be written with an *s* circle which would otherwise require the *st* loop. *Postpone* 

P.

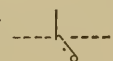
200.—P after M—where the P is scarcely pronounced, and the legibility of the outline is not marred. *Presumption* 

N.

201.—N before Jr. The N stem is awkward, and the *n* hook impossible, before the *r* hook on J. *Stranger* 

N is also usually omitted before the final syllable *ment*. *Assignment* 

M.

202.—M before Pr and Br. *Temperance* 

## OMISSION OF HOOKS.

203.—Hooks, initial or final, are frequently omitted where their joining is awkward or impossible, and the omission of the consonant represented by the hook does not mar the legibility of the outline. *Identical* ʌ\_, *landlord* ʌ\_

## OMISSION OF -TIAL-LY.

204.—The outlines of words ending in *ential-ly* regularly end with the *n* hook, the final syllable, or syllables, being omitted. *Essential-ly* ʃ.

## PECULIAR FORMS.

205.—Attention has already been called to the fact that shorthand has its practical side as well as its theoretical side. The following irregularities arise from the effort to secure rapid and easy outlines.

206.—It is customary to write *L* after *M*, and *L* after *N*. *Mail* ʌ, *nail* ʌ

207.—The *y* sound is frequently omitted in *io*, *ia*, *ie*, etc. *Savior* ʌ, *senior* ʌ

208.—The requirement that a circle, a final hook or halving must not occur in connection with two concurrent vowels is often slighted, and the outline written for a single vowel. *Serious* ʌ, *various* ʌ




209.—After the *s* circle, write *L* or *L*, whichever is most convenient. *Senseless* ʌ, *senselessly* ʌ, *muscle* ʌ


210.—CH is sometimes used for the sake of rapidity, where a word really calls for a T stroke. Likewise, J may be used for D. *Century* ʌ, *statuary* ʌ, *procedure* ʌ





211.—Occasionally final *SH* is written, instead of *SH*, especially if it keeps the outline from going too far below the line. *Seafish* ʌ



212.—Very common words may take shorter outlines than




they would have if they occurred less frequently. *Warrant*


*Warrant* , *value* , *handkerchief* .


213.—Compound words are frequently disjoined. *Handbreadth* .



214.—Sometimes the hook in a primitive word must be replaced by a stem in a derivative word. *Refund* , *refund-ed* , *serf* , *serfdom* .

215.—Words pronounced alike, or so nearly alike that they would have the same outline, sometimes have different outlines for the sake of legibility. *Marked* , *market* .


216.—The words *now* and *new* are written, the former with the first half and the latter with the last half, of the diphthong sign joined on. Many writers write the final syllables *new*, *nue* with the tick added. *Now* , *new* , *renew* .



217.—The stems for F, V and N are frequently made instead of hooks, where the hook would make a bad joining. *Revenue* .



218.—A difficult joining is sometimes avoided by breaking the outline. *completeness* .

219.—It is difficult to make *Fl*, *Fr*, *Vl* and *Vr* after K, G, R and N, and in many outlines it is preferred to make the *f* hook followed by *R* or *L*. *Reverse* , *rifle* .

220.—The endings *rier*, *rior* and *rer* are frequently indicated by *R-R*. .


221.—A longer outline is often preferred to a shorter one when the shorter one is difficult to make. *Candle* .


222.—The brief *w* can be used for the syllable *way*. *Stairway* , *headway* .

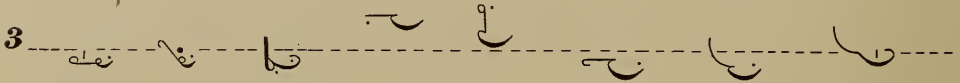
223.—A final *r* sound after a *ses* circle is usually represented by *R*. *Successor* , *possessor* .





## READING EXERCISE.

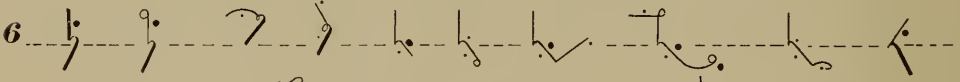
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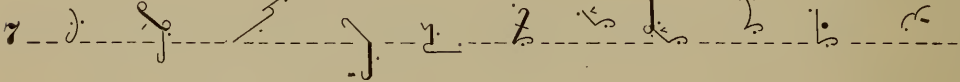
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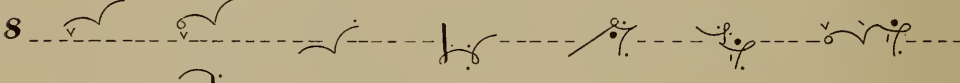
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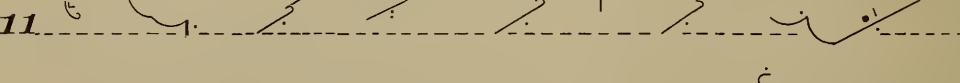
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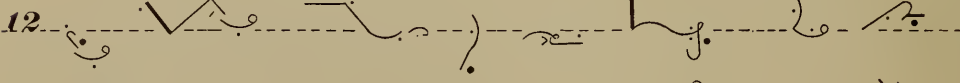
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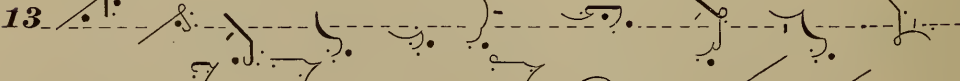
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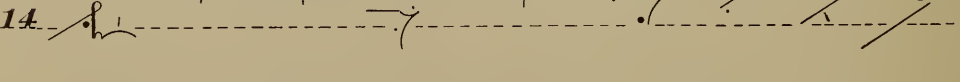
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## WRITING EXERCISE.

Angle, triangle, shingle, anxious, hunger, winked, sanctify, sanction, sanctimonious, ranked, breastplate, trustworthy, testament, alien, convenient, congenial, companion, bullion, billion, brilliancy, emollient, radius, copious, previous, previously, furiously, oblivious, curiously, devious, impervious, miscellaneous, missile, rehearsal, revolution, river, reflection, refrigerator, exterior, carrier, furrier.

Please make the next lot stronger, double thickness, instead of single, if necessary. We have testimonials from hundreds of people who have tried these goods. Please drop us a postal card as soon as you arrive there. This is only a temporary arrangement. They acted promptly in this case. It is a dangerous proceeding. They are so nearly identical that they are essentially the same. It was a great disappointment to me. It is arranged to act instantaneously. These goods take a brilliant polish. This fact is obvious to all observers. We are certain that none of our rivals can give you better or cheaper goods. You must not associate our goods with those bearing a similar brand, made simply to sell.

## LESSON XXI.

### LIST OF WORDS DISCRIMINATED.

224.—The student has already discovered that there are many sets of words which have not only the same outline, but are written in the same position. In the most cases this will not cause any trouble to the stenographer, as he can nearly always rely upon the context to indicate which word is intended. But where one or more words in such a set are very common words, or are enough alike in meaning to be confounded, it is necessary to make some distinction in the outline of the words. Such distinction may be made in one of three ways—by writing one or more words of the set out of position, by inserting a distinguishing vowel, or by giving one of the words a different, even if a longer, outline. It is also necessary to notice other sets in which the words, although having different outlines, will look dangerously alike when badly written. In such cases it is best to change one of the outlines so that it will look as dissimilar to the others as possible.

225.—The following list includes nearly all the distinctions that the student will find is necessary to make. He can add to it as experience suggests and his work requires.

#### REGULAR AND OCCASIONAL DISTINCTIONS.

















































The distinctions in the following list are “regular,” in the fact that they must always be made. It is absolutely necessary, therefore, that the student memorize the entire list.

Special attention must be called to the fact that there are many distinctions which must be made on special occasions. There are many words which ordinarily give no trouble, but

which on some special occasion occur in connection with some other words with which they will be hopelessly confused, unless vowels are inserted. Under ordinary circumstances words with totally unlike meanings, even though they may have similar shorthand outlines, are in no danger of being confounded, and may safely be written with the same outline. But sometimes the sense of the matter being dictated is so peculiar that some very curious conflicts may arise. Mr. Thomas Allen Reed, the greatest English reporter, tells of a lawsuit he reported in which a minister was being sued for fishing on private grounds, and in several places in his notes he was unable to determine whether the minister *fished* or *officiated*. It is one of the marks of a first-class stenographer to be on the lookout for these conflicts, and to be ready to insert vowels whenever the sense of a sentence is in danger of being lost.













































## DISTINGUISHED WORDS.

Abandoned .....	Abundant .....
Account.....	Count.....
Adverse .....	Diverse.....
Administration.....	Demonstration.....
Af-firm.....	Form.....
Amiable.....	Humble .....
Apportion.....	Portion .....
Approbation .....	Probation .....
Appropriation .....	Proportion .....
Assured.....	Shrewd.....
Attainable .....	Tenable .....
Avocation .....	Vocation .....
Before .....	Above.....
Birth .....	Breath.....
Bright .....	Broad.....
Causation .....	Accession .....
Collision.....	Coalition .....
Corporal .....	Corporeal .....
Cost .....	Caused .....
Crammed .....	Cramped.....
Domination .....	Dimension .....
Daughter.....	Auditor .....
Doubter.....	Debtor .....
	Editor .....

Decease .....		Disease.....	
Deduct.....		Dedicate. ....	
Devise.....		Advise.....	
Endless .....		Needless .....	
Extensive....		Expensive....	
Favored .....		Favorite. ....	
Fierce.....		Furious .....	
Find .....		Found.....	
Formal-ly .....		Formerly.....	
Full.....		Fully. ....	
Garden .....		Guardian.....	
Gentleman....		Giant .....	
Gentlemen .....		Agent.....	
Gentlemanly .....		Gentle.....	
Gradation....		Genteel .....	
Graduation....			
Hold .....		Held .....	
Idleness .....		Dullness .....	
Indebted.....		Undoubted.....	
Indefinite .....		Undated.....	
Undefined .....			
Indication .....		Induction .....	
Inevitable .....		Unavoidable .....	
Ingenious .....		Ingenuous .....	



Innovation .....	Invasion .....
Interested .....	Understood .....
Island .....	Land .....
Materially .....	Maturely .....
Melt .....	Mold .....
Migrate .....	Emigrate .....
Mission .....	Machine .....
Missionary .....	Machinery .....
Month .....	Min'ute .....
Mrs. ....	Misses .....
Nobody .....	Anybody .....
Occupy .....	Copy .....
Older .....	Elder .....
Partner .....	Part-owner .....
Patient .....	Passionate .....
Pattern .....	Patron .....
Pertain .....	Appertain .....
Poor .....	Pure .....
Proffer .....	Prefer .....
Prominent .....	Permanent .....
Promise .....	Premise .....
Proportioned .....	Proportionate .....

Property . . . . .		Propriety . . . . .	
Proscribe . . . . .		Prescribe . . . . .	
Prosecution . . . . .		Persecution . . . . .	
Prussian . . . . .		Persian . . . . .	
Protection . . . . .		Production . . . . .	
Purpose . . . . .		Propose . . . . .	
Refinery . . . . .		Refiner . . . . .	
Repression . . . . .		Reparation . . . . .	
Resume . . . . .		Reassume . . . . .	
Ruined . . . . .		Renewed . . . . .	
Sent . . . . .		Send . . . . .	
Situation . . . . .		Station . . . . .	
Skill . . . . .		School . . . . .	
Steady . . . . .		Stayed . . . . .	
Support . . . . .		Separate . . . . .	
Tartar . . . . .		Traitor . . . . .	
Thereinto . . . . .		Thereunto . . . . .	
Train . . . . .		Turn . . . . .	
Totally . . . . .		Wholly . . . . .	
Valuable . . . . .		Available . . . . .	
Wherewith . . . . .		Herewith . . . . .	
Woman . . . . .		Women . . . . .	




## WRITING EXERCISE.


There is abundant proof that he abandoned his post of duty. He has given a demonstration of his abilities in the administration of this estate. This matter has been in the course of preparation for a long time. With this device you can produce the best results attainable. The various parts seem to be out of proportion. The collision was caused by negligence. The bill will have to pass through the auditor's hands before it can be paid. It is needless to comment on his endless errors. They have some very gentlemanly agents. In such matters experience is the best guide. All the indications point to an indefinite postponement of the matter. His excuses were ingenious, but not ingenuous. We understood that he was interested in this enterprise. What is anybody's business is nobody's business. Some parts of that machine are very minute. Most of our patrons prefer this pattern. We guarantee these goods to be absolutely pure. He seems to prefer to pursue the wrong course. He stands preeminent in his profession. He seems to be permanently settled there. He is one of the prominent citizens of his town. The property is worth more than he gave for it. They propose to boom home productions. This is not intended as a reflection on his character. I propose to support him in his present purposes. It will require a separate compartment for the stowage of these goods. The report spread with amazing rapidity. It is his turn to attend to this matter. We have all the men available at work on this job. That valuation is too high, but it is valuable property. There are genuine Persian rugs, of pleasing patterns and harmonious colors.

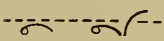
## LESSON XXII.


## WORD SIGNS AND CONTRACTIONS.

226.—The following list of word signs and contractions is simply a general list of such abbreviations as every stenographer has occasion to use. Each stenographer will add to this list according to the requirements of his particular line of work. The stenographer can safely, and for the sake of speed he is often compelled to, make word signs for all commonly occurring words and phrases peculiar to his work. The office amanuensis will find it a great convenience to invent word signs for the names of the articles of merchandise and for the mercantile expressions that are used in the office where he is employed.

227.—The S circle may be added, or an S circle changed to a SeS circle, on a contraction, to indicate the plural or the possessive case of a noun; also the third person, singular, present, indicative of a verb. *Part-s* , *defendant-s* | , *come-s* .

228.—The same form is generally used for adjectives and adverbs where the latter adds *ly* to the form of the adjective. *General-ly* 

229.—Final *ly* is usually disjoined after adverbs derived from words which are represented by a word sign. *Similar-ly* 

230.—Word signs can be used in the formation of the outlines of compound words; and when the word sign is the first part of the outline, it usually governs the position of the outline. *Overrule* 

## LEARNING THE CONTRACTIONS.

Although this list of contractions is marked Lesson XX, it is not best for the student to confine his study to the contractions until they are all learned. Most students will profit at this point by a review of the previous lessons, and the contractions may be memorized gradually, say a page a day, while the review is going on. A review will be specially in order, if the student has gone very lightly, or skipped altogether, over the contractions and the sentences given in the Writing Exercises of the preceding lessons. Careful and repeated practice of the sentences will be most excellent preparation for the next subject—Phrasing. If the student has thoroughly mastered everything up to this point, he may proceed with the following lessons, learning a certain number of the contractions each day.

Some learners will find memorizing the contractions very easy; they will make stenographers who can use all the “short cuts.” Other students will find learning the contractions a very difficult task. The task may be made easier by memorizing the sentences in the Writing Exercises that contain contractions, and by composing, for speed practice, short sentences containing the other contractions—it being easier to learn any outline in connection with other outlines than when standing alone.

## CONTRACTIONS.

According .....	Angel .....	Awful .....
Accordingly .....	Angelic .....	Awfully .....
Acknowledge .....	Angelical .....	
Acknowledged .....	Another .....	Bankrupt .....
Acknowledging .....	Antagonistic .....	Bankruptcy .....
Acknowledgement .....	Any .....	Baptism .....
Advantage .....	Archangel .....	Because .....
Advantageous .....	Archbishop .....	Become .....
Advantageously .....	Architect-ure .....	Became .....
Advantageousness .....	Architectural .....	Becoming .....
Disadvantage .....	Aristocracy-tic .....	Becomingly .....
Advertise .....	Artificial .....	Before .....
Advertised .....	Artificially .....	Beforehand .....
Advertising .....	As .....	Began .....
Advertisement .....	Astonish-ed .....	Begun .....
Advertiser .....	Astonishing .....	Begin .....
Almost .....	Astonishingly .....	Beginning .....
Already .....	Astonishment .....	Beginner .....
Altogether .....	Awe .....	Belief-ve .....
Among .....	Awed .....	Believed .....
Amongst .....	Awing .....	Believing .....
An-d .....	Awestruck .....	Believe-able .....
Assemble-ly .....	Assembled .....	Assembling .....



Disbelief .....	Incapability .....	Christianity. ....
Unbelief .....	Incapable .....	Christianization. ....
Believer .....	Captain .....	Circumstance .....
Belong .....	Careful-ly .....	Circumstantial .....
Belonged .....	Catholic, .....	Citizen .....
Belonging .....	Celestial-ly .....	Collect .....
Beneficial .....	Certificate .....	Collected .....
Beneficially .....	Change .....	Collecting .....
Benignant .....	Changed .....	Come .....
Between .....	Changing .....	Consequence .....
Beyond .....	Changeableness .....	Contingency .....
Bishopric .....	Exchange .....	Controversy .....
Brethren .....	Unchangeable .....	Correct .....
Brother .....	Interchange .....	Corrected .....
Brother-in-law .....	Characteristic .....	Correcting .....
Business .....	Charge .....	Correctly .....
But .....	Charged .....	Correctness .....
	Charging .....	Incorrect .....
Cabinet .....	Chargeable .....	Could .....
Can .....	Discharge .....	County .....
Capable .....	Children .....	Crossexamine .....
Capableness .....	Christian .....	Crossexamined .....
Consequent .....	Consequently .....	Consequential .....

Crossexamining	Developing	Distinguish
	Development	Distinguishing
December	Undeveloped	Do
Defendant	Did	Doctor
Degree	Difference-ent	Doctrine
Deliver	Differed	Dollar
Delivered	Differing	Domestic
Delivering	Differs-ences	Domesticate
Delivery	Differential	During
Deliverance	Indifferent	Dwell
Deliverer	Difficult-y	Dwelt
Redeliver	Difficultly	Dwelling
Redelivery	Dignify	Dweller
Delinquent	Dignified	
Democracy-tic	Dignifying	Effect
Democrat	Dignity	Effected
Describe	Discriminate	Effecting
Described	Indiscriminate	Effective
Describing	Distinct	Endeavor
Description	Distinctness	Endeavored
Develop	Indistinct	Endeavoring
Developed	Indistinctness	Especially
	Electric	Electricity
Danger	Electrical-ly	Electro

Descriptive.....	Equality.....	Go.....
Establish.....	February.....	Frequented.....
Established.....	Financial-ly.....	Frequenting.....
Establishing.....	First.....	Frequently.....
Establishment.....	Firstly.....	Infrequented.....
Evangelical.....	For.....	Unfrequented.....
Ever.....	Form.....	From.....
Executrix.....	Formed.....	
Experience.....	Forming.....	Gave.....
Experienced.....	Formation.....	General-ly.....
Experiencing.....	Inform.....	Generality.....
Inexperienced.....	Information.....	Generalize.....
Extraordinary.....	Informer.....	Outgeneral.....
Extraordinarily.....	Informal.....	Generation.....
	Informality.....	Degeneration.....
Fact.....	Uniform.....	Regeneration.....
Familiar.....	Uniformity.....	Gentleman.....
Familiarize.....	Perform.....	Gentlemanly.....
Familiarized.....	Performer.....	Ungentlemanly.....
Familiarizing.....	Reform.....	Gentlemen.....
Familiarly.....	Reformation.....	Give-n.....
Unfamiliar.....	Found.....	Govern.....
Familiarity.....	Frequent.....	Governed..... <sup>or</sup>

Governing . . .	Healthiness . . .	Hereby . . .
Governable . . .	Unhealthy . . .	Herein . . .
Government . . .	Hear . . .	Hereinafter . . .
Governmental . . .	Hearing . . .	Hereinbefore . . .
Ungovernable . . .	Heaven . . .	Hereon . . .
Governor . . .	Heavenliness . . .	Hereto . . .
Great Britain . . .	Heavenly . . .	Heretofore . . .
	Heavenward . . .	Hereunto . . .
Had . . .	Held . . .	Him . . . <i>or</i>
Half . . .	Help . . .	Himself . . .
Halve . . .	Helped . . .	His . . .
Halved . . .	Helping . . .	History . . .
Halving . . .	Helpful . . .	Historian . . .
Has . . .	Helpfulness . . .	Historic . . .
Hath . . .	Helpless . . .	Historical . . .
Have . . .	Helplessness . . .	Home . . .
Having . . .	Her . . .	Homeliness . . .
He . . .	Herself . . .	Homely . . .
Health-y . . .	Here . . .	Homeward . . .
Healthful-ly . . .	Hereabout . . .	
Healthfulness . . .	Hereafter . . .	I . . .
Healthily . . .	Hereat . . .	Immediate . . .
Horse . . .	Horseman . . .	

Immediately . . . . .	Intelligence . . . . .	Largely . . . . .
Immediateness . . . . .	Intelligibility . . . . .	Largeness . . . . .
Importance-t . . . . .	Intelligible . . . . .	Enlarge . . . . .
Importantly . . . . .	Intelligibleness . . . . .	Legislature . . . . .
Unimportant . . . . .	Intelligent . . . . .	Length-y . . . . .
Indignity . . . . .	Intelligently . . . . .	Long . . . . .
Indispensable-y . . . . .	Intellect-ual . . . . .	Longer . . . . .
Infer . . . . .	Interrogatory . . . . .	Longest . . . . .
Inferred . . . . .	Is . . . . .	Long-hand . . . . .
Infering . . . . .		
Inferable . . . . .	January . . . . .	Malignant . . . . .
Inferential . . . . .	Junior . . . . .	Malignantly . . . . .
Influence . . . . .	Jurisprudence . . . . .	Malignancy . . . . .
Influenced . . . . .		Manufactory . . . . .
Influencing . . . . .	Kingdom . . . . .	Manufacture . . . . .
Influential . . . . .	Knew . . . . .	Manufactured . . . . .
Uninfluenced . . . . .	Knowledge . . . . .	Manufacturing . . . . .
Inscribe . . . . .		Manufacturer . . . . .
Inscribed . . . . .	Language . . . . .	Massachusetts . . . . .
Inscribing . . . . .	Large . . . . .	Member . . . . .
Inscription . . . . .	Larger . . . . .	Memoranda . . . . .
Insurance . . . . .	Largest . . . . .	Memorandum . . . . .

Misdemeanor	Now	Other
Mistake	Number	Over
Mistaking	Numbered	Owe
Mistaken	Numbering	Owed
Unmistakable	Numberless	Owing
Mistook	Outnumbered	Owes
Mr.	Unnumbered	Own
Movement		
Mortgage	O, Oh	Parliament
	Ob'ject	Parliamentary
Neglect	Object'	Part
Neglected	Objected	Parted
Neglecting	Objecting	Parting
Negligence	Objectively	Partly
Never	Objection	Counterpart
Nevertheless	Objectionable	Particular
New	Observation	Particulars
Newly	Of	Particularly
New York	Opinion	Particularity
Next	Opinionated	Particularize
Notwithstanding	Self-opinioned	Peculiar
November	Opportunity	Peculiarly
Mortgagee	Negligent	Observe
	Our	



Peculiarity .....	Impracticable .....	Publication .....
Pecuniary .....	Practical-ly .....	Publicly .....
Pecuniarily .....	Practice .....	Republic .....
People .....	Practiced .....	Republican .....
Peopled .....	Practicing .....	
Performance .....	Practices .....	Qualify .....
Perpendicular .....	Preliminary .....	Qualified .....
Perpendicularly .....	Prerogative .....	Qualifying .....
Perpendicularity .....	Preservation .....	Qualification .....
Phonographer .....	Principal-le .....	Disqualified .....
Phonographic .....	Principally .....	Unqualified .....
Phonography .....	Unprincipled .....	Quarter .....
Plaintiff .....	Privilege .....	Question .....
Plenipotentiary .....	Probability .....	Questioned .....
Popular-ity .....	Improbability .....	Questioning .....
Popularly .....	Probable-y .....	Unquestionable .....
Unpopular .....	Improbable .....	Crossquestion .....
Possible-y .....	Proportion .....	
Impossible .....	Disproportion .....	Recollect .....
Possibility .....	Public-sh .....	Recollected .....
Practicable .....	Published .....	Recollecting .....
Impracticability .....	Publishing .....	Recollection .....
Disqualify .....	Quality .....	Inequality .....

Recoverable ..	Representative ..	Saviour .....
Irrecoverable ..	Representing ..	Send .....
Refer-ence .....	Misrepresent ..	September .....
Referred .....	Representation ..	Several .....
Referring .....	Misrepresentation ..	Severally .....
References .....	Repugnant .....	Shall .....
Regular .....	Repugnancy ..	Should .....
Regularly .....	Repugnantly ..	Signify .....
Irregular .....	Responsible-y ..	Signified .....
Irregularly ..	Irresponsible-y ..	Signifying .....
Regularity .....	Responsibility ..	Significance .....
Irregularity ..	Irresponsibility ..	Significancy ..
Remark .....	Resurrection ..	Significant .....
Remarked .....	Reverend .....	Signification .....
Remarking .....	Revolutionary ..	Insignificant .....
Remarkable-y ..	Roman Catholic ..	Similar .....
Remember .....		Dissimilar .....
Remembered ..	San Francisco ..	Similarity .....
Remembering ..	Satisfaction .....	Dissimilarity .....
Remembrance ..	Satisfactory .....	Singular .....
Represent .....	Satisfactorily ..	Singularity .....
Represented ..	Unsatisfactory ..	Singularly .....
Recover .....	Single .....	Savings Bank ..

Somewhat.....	Swift.....	The.....
Southern.....	Swifter.....	Them.....
Speak.....	Swiftest.....	Themselves.....
Bespeak.....	Swiftly.....	There.....
Speakable.....	Swiftness.....	These.....
Unspeakable.....	Swore.....	Thing.....
Specification.....	Sworn.....	Things.....
Spoke Special-ly.....	Sympathy.....	Anything.....
Bespoke.....	Sympathize.....	Something.....
Spoken.....	Sympathized.....	Think.....
Bespoken.....	Sympathizing.....	Bethink.....
Outspoken.....	Sympathetic.....	Thinker.....
Subject.....	Sympathetical-ly.....	Unthinking.....
Subjectively.....	System.....	Unthinkable.....
Subjection.....	Systemize.....	Time.....
Suggestion.....	Systematize.....	Timely.....
Superficial-ly.....	Systematic.....	Together.....
Superintendent.....		Transubstantia- tion.....
Surprise.....	Thank-ed.....	Truth.....
Surprised.....	Thankful.....	Truthful-ly.....
Surprising.....	Thanksgiving-day.....	Truthfulness.....
Swear.....	That.....	Untruth.....

Untruthful ..... Whichever ..... Yearly .....

Untruthfulness..... Whichsoever ..... Leapyear.....

Who-m..... Yet.....

Understood..... Whoever ..... Young .....

United States..... Whosoever ..... Younger.....

Usual-ly..... Will ..... Youngest.....

Usury..... Willful-ly ..... Your.....

Willing ..... Yours .....

Was ..... Willingly .... Yourself .....

Well..... or With ..... Yourselves .....

Were ..... Within ..... Youth .....

What..... Without ..... Youthful .....

Whatever ..... World ..... Youthfulness.....

When ..... Worldliness .....

Whenever ..... Worldly ..... Universe.....

Whensoever ..... Worth ..... Universal.....

Where..... Worthless ..... University.....

Anywhere..... Worthlessness ..... Width.....

Nowhere. .... Would..... Worthy.....

Somewhere. .... You..... or

Wherever ..... Year.....

Which..... Years .....

## LESSON XXIII.

### PHRASING.

**231.**—In a general way it must be said that the student now leaves the theoretical part of shorthand and enters the practical part. It is true that attention has been called to outlines that take a hook where the regular rules call for a stem, to those stems that are written in a direction contrary to that prescribed by the rules, to those outlines that do not express all the sounds in the words, and to those outlines which are so brief that they are referred to as word signs and contractions; all this is practical rather than theoretical, but pertains to the writing of words as words, and not to words as parts of sentences. It is true that the student has practiced the sentences and short articles in the writing and reading exercises in this book, but in his practice he has centered his mind on the outline of each word as it was written, and has not been able to think of words in groups or in sentences, much less to pay attention to the meaning of what he was writing.

**232.**—The student who has mastered the first part of the book is able to write promptly, accurately and neatly the outline of almost any word in common use. As the result of thorough work he gradually acquires confidence in himself and in his work, and finds that he can “take dictation” accurately, yet withdraw his attention somewhat from the task of thinking of the shorthand outlines and putting them on paper correctly, and pay more or less attention to the meaning of the words uttered by the speaker. By and by the shorthand writing becomes largely mechanical, and the stenographer can give practically undivided attention to the sense



of the words he is writing. It cannot be too strongly urged upon the student that he must bring his mind to the condition indicated before he can become a reliable stenographer. It will take some time to bring the mind into this condition, and as a great aid to the student in that task, and also as a most important aid to both the speed and the legibility of shorthand, the subject of "Phrasing" is here introduced.

#### ADVANTAGES OF PHRASING.

**233.**—Phonography presents another striking resemblance to speech in that the phonographer reproduces the little groups of words into which sentences are divided when they are uttered aloud; that is to say, words spoken with the same breath, which have grammatical or rhetorical connection, are usually written together without lifting the pen. This joining of words is called phrasing. The advantages of phrasing arise from the fact that several words can be written together more quickly than if written separately, that they occupy less space on the paper when so written, and that words closely connected in sense are brought together.

#### WORDS THAT SHOULD BE JOINED.

**234.**—It is essential that the words joined should be closely connected in sense; that the outline be an easy one to make, and not too long; that the outline shall not conflict with any other phrase or with a single word. Word outlines are kept as far as possible within the limit of three strokes, and phrases do not usually exceed that limit.

#### PHRASING BASED ON THE COMMON GRAMMATICAL RELATIONS.

**235.**—As a further help to the student, his attention is called to the following grammatical relations which are expressed in phrases as far as possible: a verb and its subject; a verb and its object; a verb and its qualifying adverb; a proposition and its object; a noun with its qualifying adjective; and an adjective, verb or adverb and a qualifying adverb.





## CLOSE RELATION OF SHORTHAND AND GRAMMAR.


236.—Grammar and shorthand are intimately connected, since phrasing is governed by the common grammatical relations, and because a knowledge of the grammatical construction of phrases, clauses and sentences assists the stenographer in reading the difficult parts of his notes. An amanuensis who is a good grammarian will turn out sensible and correct transcripts, and compose a good business letter when he is called upon to do so.

## TWO KINDS OF PHRASES.




237.—Phrases are divided into two classes, according to certain peculiarities in their forms; those in which the ordinary outlines of words are joined, and those in which the consonants of a whole group of words are represented in the briefest possible manner without reference to the regular outlines of the words. The first class will present no difficulties to the student, but the second class will require some study.

*What can be*  *, it will not* 

## PHRASE POSITIONS.

238.—The first word of a phrase is regularly written in its usual position, and the other words are merely joined on. This rule emphasizes the fact that some words occur so frequently and become so familiar to the reporter that he can recognize their outlines in any position. *By this time* 

## EXCEPTION.

239.—When the first word of a phrase belongs to the first position and is represented by a circle, loop, horizontal stem, or a half length stem, in the interest of legibility, the first word of the phrase is usually written so as to bring the first upright stem in its regular position. *Has had* , *on this side* , *about those* 


THE MIND SHOULD CONNECT WORDS AND PHRASES WITH OUTLINES, WITHOUT THINKING OF DETAILS


240.—In practicing phrase outlines, it is not wise to utter aloud or allow the mind to dwell on each word as its outline is made. The phrase should be thought of as a unit. The student has already learned to write the outlines of a single word, no matter how long it may be, without “spelling it out” as each circle, hook or stem is made. Without becoming careless and inaccurate, the stenographer must learn to think of phonographic details as little as possible when he is writing.

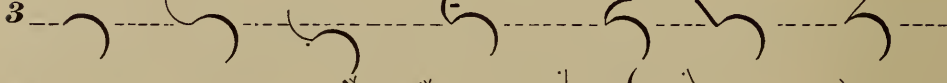
NOTE.—*You* or *your* may be represented standing alone or in phrases, initially (not governing positions), medially and finally by *moid* or *noid*. For examples see page 153, ¶ 311.


Stem V may be used to represent *have* in some phrases. For fuller explanation see page 151, ¶ 303.

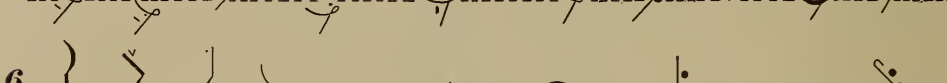
## READING EXERCISE.


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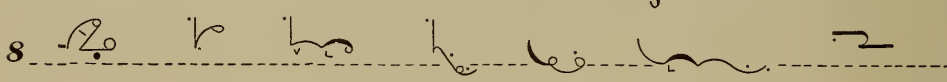
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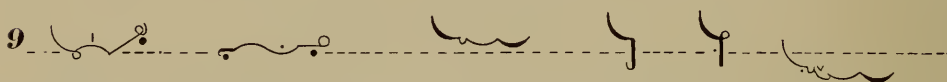
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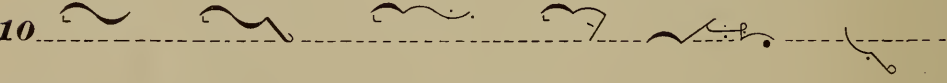
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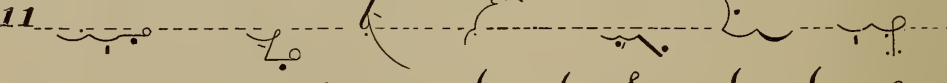
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## WRITING EXERCISE.

To me, too many, to make, to give, to meet, tomorrow morning, to get, after such, after this, after you become, after you were, anything more, anything less, anything like, be done, be said, because they, between themselves, by many, by themselves, by little, did he make, did he go, did he tell you, ever since then, for how much, for many years, for several years, for some little, for something, further notice, good while ago, good while since, great many occasions, great many things, have you known, have you nothing, have you never, having done, having known, having said, every day, every side, always be, always ready, will be done, if you know, if you have, if you think, in advance, in fact, in favor, in general, in many cases, in many instances, in my presence, in person, in preference, in proportion, in such matters, like those, little less, long enough, make those, many more, many persons, may be likely, no person, no occasion, no such thing, not enough, not necessary, say anything about it, say anything more, say how many, say how much, say so, says he was, seems so, seems likely, shall be glad, shall be sorry, shall be very glad, shall be very sorry, shall never be, shall make, since they do, some little, some means, some person, some reason, something more, soon after, suppose they were, such cases, take them, take those, take pains, take possession, take such, take place, take back, taken away, taken down, that you may, that you must, that you can, there was no, there was nothing, there was never, there were, there will be, this day, this afternoon, this evening, this instance, very much, very probable, very great, very soon after, which can be, will you be kind enough, will you be good enough, you may be sure, about them, about which, about whether, about which, on which occasion, on each occasion, on those, on this.

## STANDARD TIME.

(Phrases are indicated by italics.)

The railways *of this country* are operated by *what is* known as "standard time," *which is* reckoned on four principal meridians of longitude, and designated *as follows*: Eastern time, on the 75th degree; Central time, on the 90th degree; Mountain time, on the 105th degree; and Pacific time, on the 120th degree. In cities located *on any one* of these degrees, the solar and the standard time coincide. In cities located *between these* degrees, solar and standard time are different, and each city adopts the time of the nearest principal or standard degree. The difference in time between two adjacent standard degrees being one hour, *in no case* does the standard time *in any city* vary more than thirty minutes from solar time. Whenever a train crosses a standard degree, its time changes one hour, watches being set back *that much* if the train is going west, and set ahead *that much* if the train is going east.

## LESSON XXIV.

## CIRCLE AND LOOP PHRASES.

## THE S CIRCLE.

241.—The *s* circle is used initially, medially and finally for *h-as*, *h-is*, and for *us* medially and finally. *Us* should be written with a stem sign where the circle would be difficult to read. *As they* Ɔ, *it is* ---Ɔ---, *for us* Ɔ

242.—In the reading exercise, medial and final circles can often be translated by several of the “circle” words, but in a sentence the context will always show the proper translation.

243.—All phrases beginning with *h-as* come under the exception to the rule for phrase position. All phrases beginning with *h-is* follow the regular rule for phrase position. *As he* ---Ɔ---, *is he* ---Ɔ---

## THE SES CIRCLE.




244.—The “circle” word can be phrased with a word beginning or ending with a small circle by changing the small circle to a large circle. *Has said* Ɔ, *makes his* Ɔ



245.—A large circle standing alone, first position, may be used for any two “circle” words, provided the first word is *h-as*. *As has, as is, as his, has as, has his, has us* Ɔ


246.—The large circle alone, third position, stands for any two “circle” words, provided the first word is *h-is*. *His is, his has, is as, is his* ---Ɔ---





## THE ST LOOP.





247.—The small loop is used alone and initially for *h-as* combined with *to, it* or *the*; medially and finally for any one of the five “circle” words combined with *to, it* or *the*. *As to that*  *it is to be* , *he has it* 



248.—Alone, first position, the small loop stands for *h-as* combined with a “t” word (*to, it, the*). Alone, third position, the small loop stands for *h-is* combined with a “t” word. *Has to, has it, has the, as to, as it, as the* ; *is it, is to, is the* 



249.—A “t” word may be added to a word ending in an S circle by changing the circle to a small loop. *Unless the* 


250.—An *s* circle may be written inside the small loop standing alone to add another circle word. And an additional circle word may be added after a *ses* circle or a loop by a circle on the back of the stem. *As it is* , *post his* 

## THE STER LOOP.

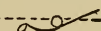

251.—The large loop is used alone for *h-as, h-is* combined with *their, there* and *they are*; medially and finally for any of the “circle” words combined with *their, there* and *they are*. *It is their* , *is there no* , *that is there now*  *as far as their* 

252.—An additional “circle” word may be added inside the loop when standing alone, or on the back of a stem to which a loop is attached. *As there is* , *master his* 

253.—The large loop alone, first position, stands for *h-as* combined with *there, their* and *they are*; alone, third position, for *h-is* combined with *there, their* and *they are*. *Has there, has their, as their, as they are* ; *is there, is their* 

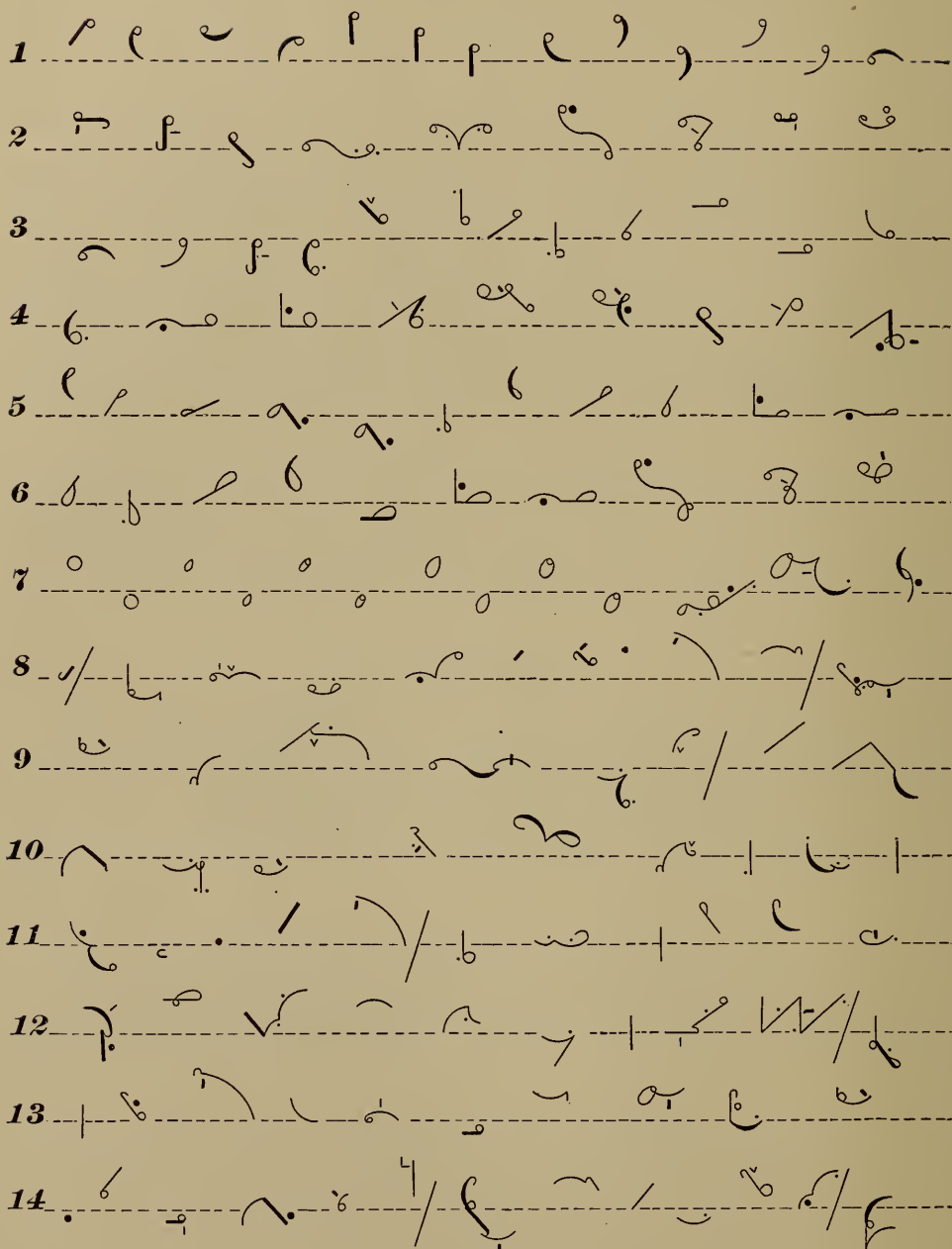
254.—*There, their* or *they are* may be added to a word ending with a small circle by changing the circle to a large loop. *Fix theirs* --- --

## MANNER OF WRITING INITIAL LOOPS.

255.—An initial loop phrase may be written upon the following stem in the usual manner, or it may be written “floating” on the slant of CH, and the following stem carried out distinctly. *Is it necessary*-----, *has there been*------

NOTE.—How may be phrased initially and medially, being written *koid* or *toid*, but is not joined initially in a phrase that would bring it down to or below the line. For further explanation and examples see ¶ 302.

## READING EXERCISE.



## WRITING EXERCISE.

As early as, as far as, as far as the, as far as it is, as far as possible, as far as their, as far as there is, as far as his, as far as may be, as far as can be, as fast as, as good as, as good as ever, as great as, as is usual, as little as, as long as, as long as is, as long as there is, as many as possible, as much as the, as soon as his, as soon as it is, as soon as there is, as soon as they, has to be done, it is to be done, as the best, as to whether, as usual, as we were, as well as, as well as can be, as well as their, has not been done, has not gone, has there been, as there has been no, as there is nothing more, has been found, has it been found, has it not, has this, is this so, is it any, is it possible, is there anything more, it is generally known, it has been done, it has been found, it is not necessary, it is not intended, it is only, it is possible, it is said, it is this, this is so, that is nothing, this is the, is there anyone else there, for his own interest, for his own sake, it is not, it is important, it is quite certain, let us be satisfied, let us be sure, let us know, may as well, as much as possible, on his own account, it seems there is, it is done, since there is, since his, such has been, that is not so, that is only, that is nothing, that is not necessary, there is nothing more, why is there, why is it.

## THE PARIS RAG PICKERS.

The chiffonniers of Paris have lost their trade; *at least, | it has become so totally modified that they | no longer* pursue it in its ancient form. The waste and dirt from *every house* used to be poured out into the street before the front door each evening at 9 or 10 o'clock; and the chiffonnier, *with his* lantern and his hook *in his* hands and his basket *on his* back, arrived, came along and raked the heaps over, to see *what he* could find *in them*. But it became forbidden either to throw the refuse into the street or to bring it out at night. It was prescribed that it *should be* carried down in the early morning

in a box, *which is* placed, full, at the door, and is emptied before 9 o'clock into the dust carts, which go around each day. The chiffonniers, therefore, *have no longer* the opportunity of picking over the dirt, *because it has* ceased to offer itself in an accessible form; they have for the most part to carry on their trade after the refuse is discharged from the carts at the depots, and, consequently, have almost disappeared from the streets.

## LESSON XXV.

## HALF LENGTH PHRASES.

256.—*To, it, had* and *the* are indicated by halving, when the outline of the preceding word ends with a full length stem. *Began to* \_\_\_\_\_, *in it* \_\_\_\_\_, *they had* \_\_\_\_\_, *had the* \_\_\_\_\_

The *n* hook in connection with halving is used for not.

257.—Halving is generally preferred to the stem *T*, especially when the preceding word is a verb; the *T* is used when it is not possible to indicate *to* by halving nor by a *St* loop. The halving for *to* almost always occurs in connection with a word sign or some other frequently occurring outline.

258.—*It* is usually written in full when phrased, and is included in a *st* loop phrase more frequently than it is indicated by halving; but occasionally it is convenient to use halving.

259.—Halving for *had* occurs after personal pronouns.

260.—Halving is used for *the* more frequently than for *to, it* and *had*; and *the* is indicated more frequently by halving than by any other method. Halving and the *st* loop are used for *the* wherever possible. The dot is used where the other forms are not possible.

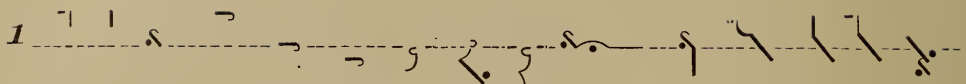
“ITS,” “IT IS.”

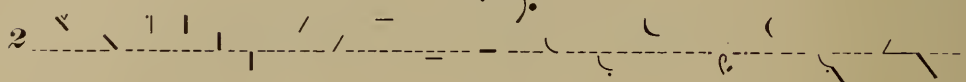
261.—*Its, it is* and *it has* are indicated medially and finally by halving and the *s* circle. *By its* \_\_\_\_\_, *but it is* \_\_\_\_\_  
*if it has* \_\_\_\_\_, *but it is necessary* \_\_\_\_\_

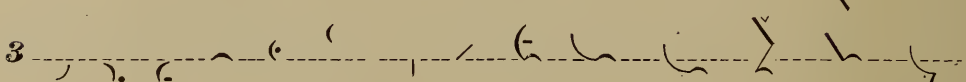
262.—These phrases are used most frequently after prepositions and conjunctions, and it is nearly always possible to join on the next two or three words in the sentence.





## READING EXERCISE.


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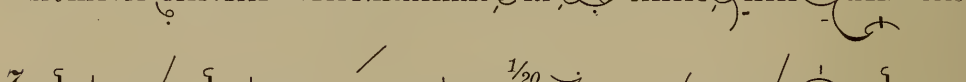
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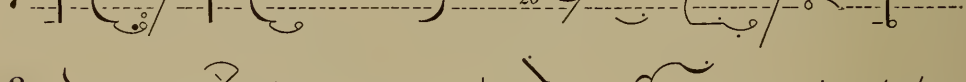
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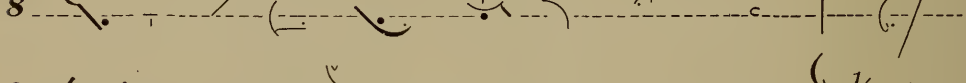
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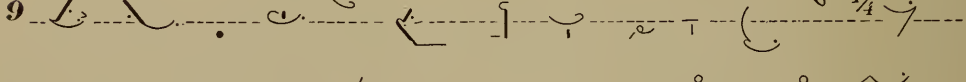
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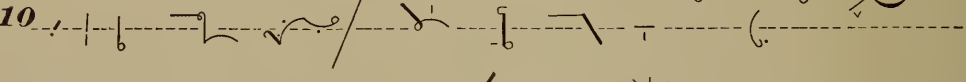
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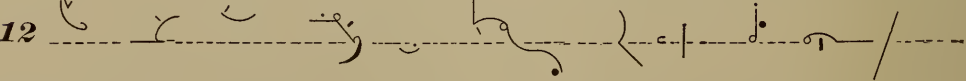
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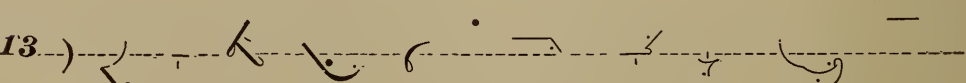
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## WRITING EXERCISE.



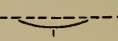
Able to think, able to realize, on it, in it, will it, all it, why it, from it, yet it, but it, by it, at it, do it, did it, think it, yet he had, says he had, though he had, thought he had, says we had, by the, but the, charge the, change the, could the, gave the, give the, among the, at the, from the, while the, but its, for its, were its, if its, why its, gave its its own, where its own, but it is, that it is, though it is, that it is no, if it is necessary, if it is possible, that it has been, that it is known, that it is necessary.

## THE INCANDESCENT LAMP VACUUM.

Many of the incandescent lamp manufacturers of Germany *use the* chemical process of exhausting the air *in the* lamps in conjunction *with the* air pump. *In the* tube attached to the lamp for exhausting it, a piece of amorphous red phosphorus is introduced, the amount *of which* | *must be found* | *for each* type of lamp. *While it is* being exhausted *with the* pump, this tube is heated carefully with a Bunsen burner, and *when the* vacuum is sufficient, the normal current is passed *through the* lamp and then increased gradually *up to* about three times the normal voltage, when a violet light will appear at the end of the filament. A few moments later a blue light will appear around the filament, and after having run for ten to twenty seconds *at the* high voltage, the blue light will expand *throughout the* whole globe, and at that moment the lamp *must be* scaled off, *so as to* include the phosphorus; the lamp is then run again and heated *at the* tube which contains the phosphorous. A reaction will suddenly take place and the blue light will disappear, a scarcely visible light brown deposit being formed *on the* glass, which, *it is said*, does not affect the candle power. When a lamp exhausted *in this way* is tested with a Ruhmkorff coil, neither phosphorescence nor a current *will be found* to exist; the whole operation requires only 1.5 or 2 minutes with an experienced workman.

## LESSON XXVI.



## DOUBLE LENGTH PHRASES.

263.—*There, their, they are* and *other* are indicated by doubling, when the preceding word regularly ends in a single length stem. In the case of *other*, the precaution must always be taken to insert the second place light dash. *For their* , *though they are* , *any other* .



## DOUBLE LENGTHS "SPEEDY."

264.—These double length phrases are probably the most rapidly made and the easiest phrases to read, and should be used by the student fearlessly and wherever possible. *There* and *their* can nearly always be indicated by doubling (or the *ster* loop), except at the beginning of a sentence.

## OTHER WORDS READILY JOINED TO THE DOUBLE LENGTHS.

265.—Should the next word in the sentence make a good joining, and be connected in sense with the double length phrase, it should be joined, unless the outline would go too far above or below the line of writing. There is no objection to carrying a horizontal phrase as far as it will go. The opportunity to double final NG for *there* should never be neglected. *In any other case* , *making their* .

## "THEIR'S," "THERE IS."

266.—A final *s* circle in connection with doubling is used for the combinations *their's*, *there's* or *there is*. *For their's*  *yet there is* .

267.—The next word in the sentence after *there is*, especially if a horizontal stem (like *no, not, necessity or necessary*), is usually joined on. *Though there is no necessity* -----



“THE OTHER.”

268.—*The other* is always written with a double length stem DH, in the third position. *On, for, if*, and similar words, coming before *the other*, are written full length instead of being halved. *On the other side* -----



“THEREFORE.”

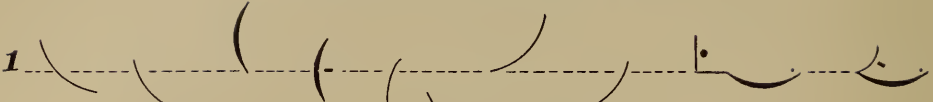
269.—*Therefore* is frequently phrased to the preceding stem by doubling the final stem of that word to indicate the first syllable in *therefore*. *I am therefore in no* -----

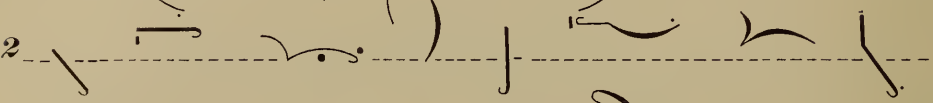



MOSTLY WORD SIGNS SEEN IN PHRASING.

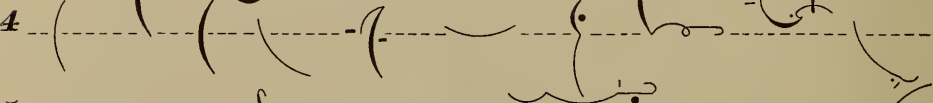
270.—This lesson emphasizes what was said previously, that the words found in phrases are word signs or words that are constantly recurring in speech.

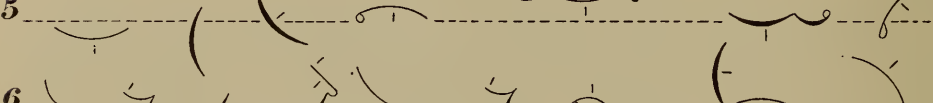
## READING EXERCISE.


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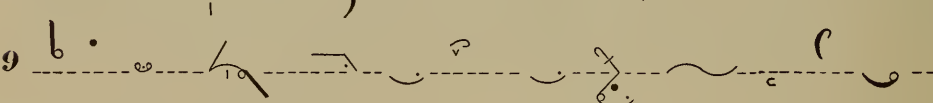
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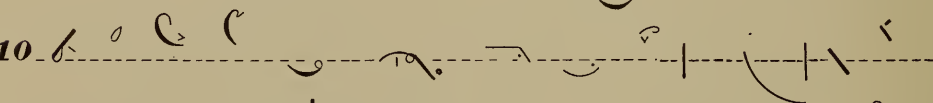
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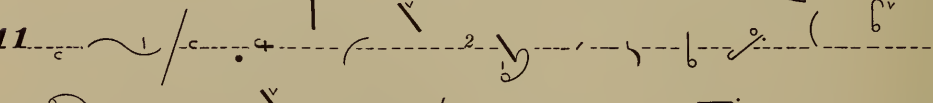
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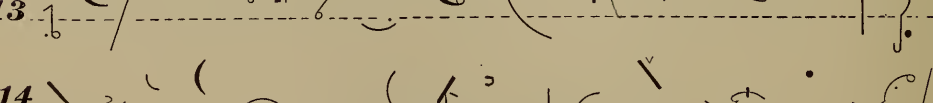
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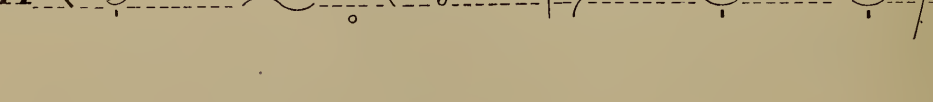
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14 

## WRITING EXERCISE.

Upon their, before their, between their, done their, begun their, begin their, run their, have their, worth their, than their, shown their, from their, on their, in their, know their, among their, will their, think their, beyond their, yet there, all there, for their own sake, that has been their, among their own, for there has been no, for there has never, if there is nothing more, yet there has been no, though he was there, that he came there, along there, that there is no necessity, although there is not, no other, from other, several other, while other, in other words, any other subject, some other person, some reason or other, something or other, as good as any other, for other purposes, before there is, depend upon their own, any other business, being there, how long have you been there, great many other, you know there is nothing, you may therefore, you shall therefore, you think there is, in other cases, is he there, so there may be, was there anything, was there anything said, was there anything done there, was there anyone else there, since he came there, why there is so much, will there never be.

## COPPER.

Next to iron, copper *is the* most useful of metals. *It is found* both *in its* pure state and in combination with *other* minerals. Numerous coppermines exist in Europe, the *more important* being in Spain and Germany; *but the* discovery of rich deposits *in other* parts of the world has almost entirely changed the source of supply. The richest and most productive mines *in the* | *United States* are in Montana and Michigan.

Copper exceeds *all other* metals in electric conductivity, and therefore enormous quantities are used for electrical purposes, *which has* stimulated its production. Copper is used for covering roofs, and *for other* domestic purposes. *It*





*is* alloyed with gold and silver, also *for making* brass, *which is the* most extensively used alloy. *It is likewise* an element in bronze, bell-metal, and *many other* compositions.


Valuable substances are obtained from copper by chemical operations, *among others* verdigris, Paris green, blue vitriol, and various coloring materials. Copper paint, owing to its cheapness, is used *on the* bottoms of vessels.

## LESSON XXVII.




## INITIAL HOOK PHRASES.

## L HOOK PHRASES.



271.—The *l* hook is used for *all* and *will*. The hook when used for *all* is usually found on prepositions; for *will*, on personal pronouns. *By all* , *they will* 



272.—The hooks used in this manner are usually found at the beginning of a phrase, and the next two or three words in the sentence are nearly always joined on. Probably *it will* is the most common of these phrases, and the number of words that can be joined on after it is something surprising. *It will be seen* 

## R HOOK PHRASES.

273.—The *r* hook is used to indicate *are*, *our* or *or*. The hook is used for *are* chiefly on pronouns; for *our* or *or* with prepositions. *Or* should always be represented by the hook, except where the stem is absolutely necessary. *They are* , *at our house* , *on or about* 

## W AND Y HOOK PHRASES.

274.—The *w* hook on straight stems is used to indicate *we* after the word represented by the stem. The *y* hook, concerning which it was said in Lesson VIII that its use would be explained later, is used to indicate *you* or *your* after the word represented by the stem. *Can we* , *do you* 

275.—These hooks generally occur at the beginning of phrase outlines, and are used mostly in questions. Their use does away with the necessity of putting a brief sign at the end of the stem; thus leaving the end of the stem free for the joining of the next word. *Can we find anything more* , *do you recollect anything about it* --



276.—Some phonographers do not use these hooks extensively, preferring to use the brief *w* and *y*. The student in transcribing the writing exercise on page 147 may use either hooks or brief signs. In some of the longer phrases, if the hooks are not used, the phrases as printed may have to be written with two outlines.

277.—The *w* hook in connection with a final *s* circle is used in forming the following ‘was’ phrases: *It was, which was, each was* and *where was*. In connection with the *n* hook, the following ‘one’ phrases: *By one, but one, at one, had one, which one* and *each one*. Also *Twins* for *at once*.

#### INITIAL HOOK PHRASES PRACTICAL.

278.—In this connection is a most excellent opportunity to explain to the pupil that the best reporters do not put a word upon paper as soon as it is heard, but follow several words behind the speaker. This plan enables the reporter to catch the speaker’s meaning better, and also gives him time to decide about the formation of phrases and other details connected with the shorthand. With half a dozen words in his mind at once, it is not such an awkward thing as it seems for a stenographer to start a phrase outline with the second word in the phrase, as is done in the initial hook phrases.

#### THE IN CURL.

279.—The *in* curl is used for *in* before the word *some*, with *some* in its regular position. The curl and the *s* circle may be used for *in his* on stems before which the *N* stem with a final *s* circle would make a bad joining. *In some manner* , *in his letter* 

## READING EXERCISE.

1. \ \ | | \_ \_ ( ( ) \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

2. | . / \ / ( ( ) / / \ \ / \_ \_ \_ \_ \_ \_

3. ( \ \_ \_ / \_ \_ ) ( \ \_ \_ \ . / \_ \_ \ .

4. \_

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6. \ | \ | | | / \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

7. \_

8. | . / . / \_ \_ \ \ | | / / \_ \_ \_ \_ \_ \_

9. \_

10. | / \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

11. . ( | \ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

12. | . | \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

13. | \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

14. | / \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

## WRITING EXERCISE.

It all, which all, could all, if all, should all, may all, in all, among all, these all, was all, are all, were all, why all, above all, by all means, in all probability, in all such, in all these cases, in all those, on all occasions, on all sides, on all subjects, on all such, among all their, on all their, in all their, for all their, among all the, on all the, in all the, for all the, she will, it will be said, it will be likely, it will be sure, it will be certain, it will be seen, it will give, it will make, it will become, that will be necessary, that will be required, they will remain, which will hinder, which will never, which will never be done, which will come, which will go, which will require, which will seem, which will make no difference, that will be, they will be, they will do, where will they, where will these, which are these, we are glad, you are able to, you are aware, you are satisfied, you are said, you are supposed, you are sure, you are very sure, which are necessary, which are likely, which are believed, which are inclosed, which are included, which are omitted, which are ready, they are able to, they are pleased, they are probably, at our house, at our risk, at our suggestion, by our letter, by our means, on our part, in our examination, but we must, but we may be, but we believe, but we can, but we claim, but we said, did we say, but we think, had we gone, had we claimed, had we done, had we placed, do we get, do we make, which we make, which we say, can we place any reliance, can we fix, can we induce you, are we becoming, are we prepared, were we inclined, are you able to, are you sure, are you certain, are you positive, are you accustomed, are you aware, by your letter, by your request, but you may be, can you fix, can you name, can you tell me how much, can you be, can you place, can you take any, can you inform, did you ask, it was done, it was said, it was afterward, it was found, it was never, it was not, it was nothing, it was understood, which was not, which was only, where was this, at one time, in his letter.

## THE POETRY OF WORDS.

Language is fossil poetry; *in other words*, | *we are* not to look *for the* poetry which a people may possess only *in its* poems, traditions, and beliefs. Many a single word is a concentrated poem, having stores of poetical thought and imagery laid up *in it*. Examine it and *it will be found* to rest on some deep analogy of things natural and things spiritual.

He who spoke first of a "dilapidated" fortune, what an image *must have* risen up *before his* mind's eye of some falling house or palace!

Men had long gazed *at the* jagged and indented mountain ridges of Spain before one *called them* "sierras" or "saws;" but that name coined his imagination into a word *which will* endure *as long as the* everlasting hills *which he* named.



*We all know that the* word "tribulation" means "affliction;" *but it is* worth our while to know how *it means* this. *It is* derived *from the* Latin "tribulum," *which was the* threshing instrument whereby the Roman husbandman separated the corn *from the* husks; and "tribulatio" *was the* act of *this* separation. *But some* old Latin writer appropriated the word *for the* setting forth of a higher truth; and sorrow, distress, and adversity being the appointed means *for the* separating in men *of their* chaff *from their* wheat, *he called* these sorrows and griefs "tribulations."





## LESSON XXVIII

## FINAL HOOKS.



## V HOOK PHRASES.

280.—The *v* hook is used for *of* and *have*, on both straight and curved stems. On curved stems the hook is large, resembling a *shun* hook. The hook is not generally used on curved stems for *of*. The tick is never used for *of*, nor the stem V for *have*, when a *v* hook can be used. *Out of* , *may have* 

“OF HIS,” ETC.



281.—A “circle” word following *of* or *have*, may be written inside the hook. *Back of his* , *shall have his* 

“OF THE,” ETC.


282.—A “t” word following *of* or *have*, may be indicated by halving in connection with the *v* hook. *Part of the* , *on the top of the* 

“OF THEIR,” ETC.

283.—*There* or *their* following *of* or *have* may be indicated by doubling, in connection with the *v* hook. *Outside of their*

, *may have their* 

“AFTER.”

284.—*After* is also indicated by the *v* hook and doubling. *Day after day* 

## “HAVE” AND “EVER.”

285.—The *v* hook is used for the suffix *ever*, but not for the word *ever*. The word *ever*, when phrased, always takes the stem V. *Did you have* --∩--, *did you ever* --∩-----

## “INSTEAD OF.”

286.—*Instead of* takes a *v* hook on the “Ted,” for the sake of convenience. *Instead of being* ---∩-----

## N HOOK PHRASES.

287.—The *n* hook is used for *an-d*, *own*, *been* and *than*. The final *n* curl may be used after circles and loops for *than*, *in*, *an*, *and*, *been*.

## “AN-D.”

288.—Generally it is preferable not to use the hook for *an-d*, unless the next word can be joined on. *Up and down* ---∩---

## “OWN.”

289.—The hook is used for *own* after personal pronouns. The phrase *my own* takes two stems, to be distinguished from *mine*. *Her own* ∩

## “BEEN.”

290.—The *n* hook is used for *been* mostly after *have*, either on the stem V or inside the large *v* hook on a curved stem. *Have been* ∩-----, *should have been* ---∩---



## “THAN.”

291.—The word before *than* is almost invariably an adjective or an adverb in the comparative degree, and the hook for *than* is always perfectly legible on these outlines. *Higher than* -----∩




## “NOT.”





292.—The *n* hook in connection with halving is used for *not*. *But not* ∩, *may not* ∩

## "ANOTHER."

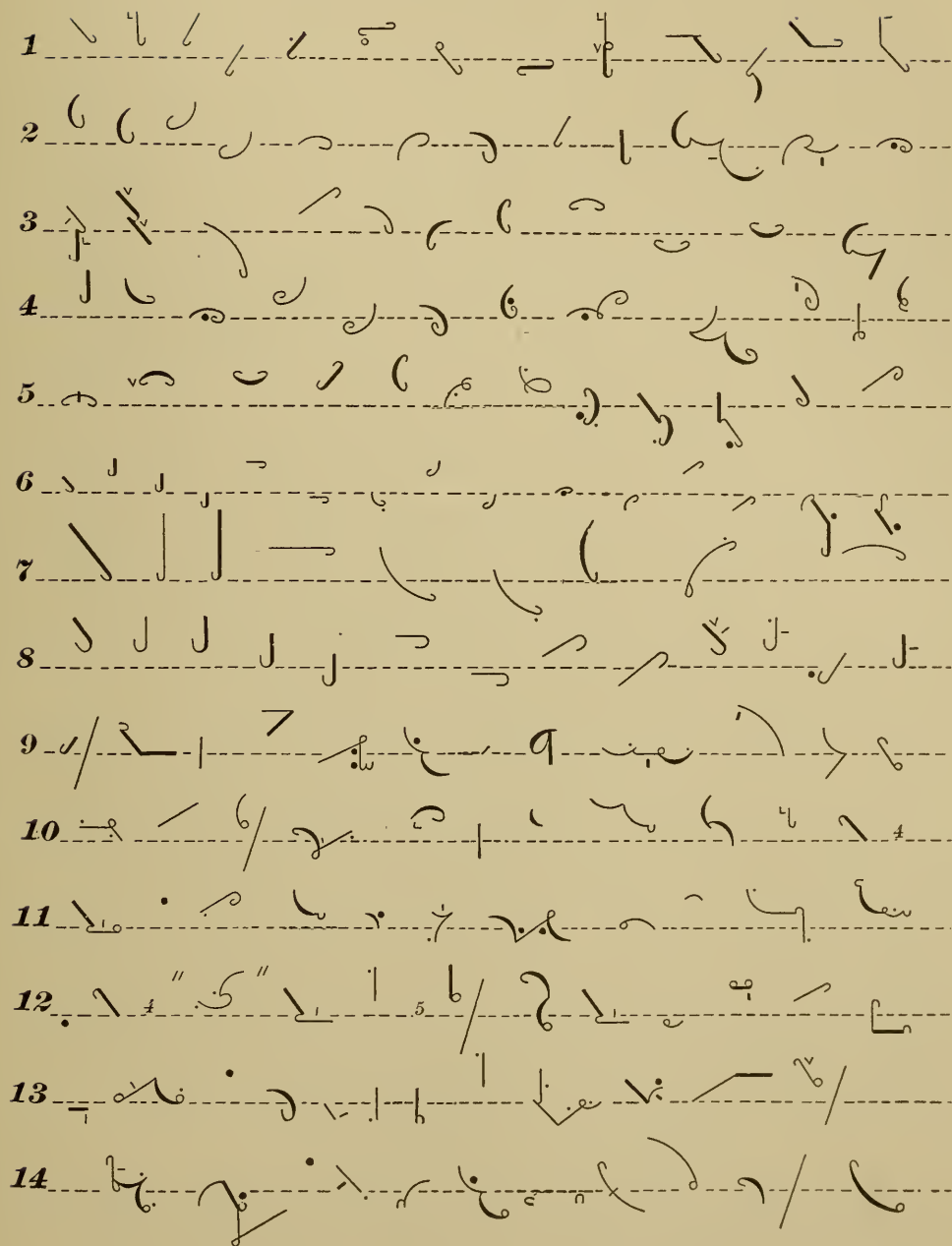
293.—The *n* hook in connection with doubling is used for *another*. *At another*  , *with another* 

## TER HOOK PHRASES.

294.—The *ter* hook is used for *there, their, they are* and *other*. *Other* always takes the second place light dash. *Up there*  , *but they are*  , *at other* 

295.—The *s* circle may go inside the *ter* hook to add a "circle" word. The *n* hook can be written inside the *ter* hook to add *own, been* and *than*. *But there is*  , *had there been*  , *rather than*  , *by their own* 

READING EXERCISE.



## WRITING EXERCISE.

Day of, city of, lack of, system of, knowledge of, on the subject of, each of them, each of which, much of which, reach of, take charge of, take care of, did you have, can have no, since they have, but we have no objections, that have ever, that have known, that have now, may have been there, may have done so, they have done, may have said, as we have, as we have never, they have not done so, which have been, which have anything, which have become, which he may have, can have their, can have the, great deal of their, great deal of the, much of their, much of the, part of their, part of the, take charge of their, take charge of the, outside of their, outside of the, back of their, back of the, may have their, may have the, did you ever, did you have, all our own, it is your own, on your own part, all have been, since they have been, lower than, abler than, drier than, fuller than, cheaper than, heavier than, darker than, simpler than, tighter than, looser than, plainer than, but not this, do not know, do not think, do not understand, did not do, did not understand, did not know anything about it, had not been, had not known, had not understood, can not find, can not find any such thing, can not undertake, can not express, can not insure, it may not be, it can not be done, it will not be done, it will not do, it may not have been, but another, do another, did another, give another, could another, shall another, should another, on another, that another, yet another, at another time, by another one, for another purpose, if another man, on another occasion, but their, up there, gave there, give their, which their, are there many, were there many such cases, but there is nothing, can there be, at other times, but there is, by their own, at their own, but there is, which there is.

## SUCCESS AND HOW TO ATTAIN IT.

*It is said | there is no greater problem confronting the young man | at the threshold of life, than the problem of success and how to attain it.*












Some of the greatest philosophers, statesmen, and men of prominence in every walk of life, have dwelt *on this subject* from *their own* standpoint, and yet after all *that may have been* said, the question of success and its attainment lies entirely *with the* individual himself. *There are* certain fundamental principles which characterize a man's life, which, if thoroughly inculcated *in his* every aim, win success. *No man* has ever *taken these* steps, determined to live up to the full measure of the meaning *of these* that *did not* succeed. His success *may not have been* a financial success, because financial success *is not* always success *in this world*, | *but he has* succeeded, and the measure *of his* success can *only be* determined in eternity.








## LESSON XXIX.

## BREVES.















## I


296.—*I* when not phrased is indicated by *roid*\*, first position. It is phrased initially, medially and finally, written either *roid* or *choid*, and does not govern position, except in phrases composed entirely of breves. *I can* , *I gave* , *I am* , *I know* , *I shall* , *am I not* , *as I* , *I will* , *I will have* , *I will not* , *I have* .

## OF.

297.—*Of* standing alone is indicated by *roid*, second position. It is phrased initially, medially and finally, written *roid* or *choid*, and does not govern position, except in phrases composed entirely of breves. *Of my* , *of no importance* , *place of* , *of all* , *of all their* .



## A-N-D.




298.—The *a-n-d* breve is used only in phrases, initially, medially and finally, indicated by *poïd*, made downward or upward, and does not govern position. *A few* , *in a moment* , *and as* , *as a* , *and is* , *is a* , *and I* , *and I will* , *and as I* , *and as I have* , *and as the* , *is it a* , *and as it is a* , *and as there is a* .


This breve is used, disjoined, instead of the *ing* dot for *-ing a-n-d*. *Placing a* .

## THE.






299.—The *the* breve, written *roid* or *choid*, is used only in phrases, medially and finally. It is used when it is more con-

\*The breves are named by adding *oid* to the consonant which the breve most nearly resembles; as,  *poïd*,  *noid*.





venient than halving or the small loop (§ 260). After the , faced the , not the .

This breve is used, disjoined, instead of the *ing* dot for *-ing the*. Making the .




#### HE.

300.—*He* standing alone is indicated by *toid*, second position. It is phrased initially, medially and finally, being written *toid* or *koid*, and does not govern position, except in the phrases *he would*, *he the*, *he said*, *he has begun*, and before S and Z. *He can* , *he did* , *he knew* , and *he* , *he was* .

#### HIM.




301.—*Him* standing alone is indicated by *doid*, second position. It is phrased medially and finally, being written *doid* or *goid*. In some cases the stem H is preferred to the breve, but the stem should not be used finally for *him*, to avoid conflict with *me*. *Upon him* , *find him* , *of him* , *saw him there* .

#### HOW.









302.—*How* standing alone is indicated by *toid*, first position. It is phrased initially and medially, being written *toid* or *koid*, and does not govern position, but is not joined initially in a phrase that would bring it down to or below the line. The stem H may be used, instead of the breve, alone or phrased medially. *How far* , *for how many* , *for how long* .

#### HAVE.


303.—*Have* standing alone is indicated by *joid*, first position. It is phrased initially, medially and finally, and does not govern position, except in phrases composed entirely of breves. Stem V is used in such phrases as *have not*, *have another*, etc. *Roid* is used, instead of *joid*, in the phrases *have the*,

have a, have an, have we, have you, have your, have us, and have not. Have been ---, does have ---, have not ---



## WHO-M.

304.—*Who-m* standing alone are indicated by *joid*, third position. The breve is phrased initially, medially and finally and governs position. *Who may be* ---, *to whom* ---, *who will* ---, *who will not* ---, *who are* ---, *who are not* ---, and *who* ---. For the sake of legibility of *whom* is written ---



## WITHOUT.

305.—*Without* standing alone is indicated by *thoid*, first position. It is phrased initially, and governs position. *Without which* ---




## WHEN.

306.—*When* standing alone is indicated by *thoid*, second position. It is phrased initially, and governs position. It is written *soid* before K, G, S, Z, R, R, W, *koid* and *roid*. *When it is* ---, *when were* ---








## WITH.

307.—*With* standing alone is indicated by *thoid*, third position. It is phrased initially, and governs position. The stem DH is used in the phrases *with all*, *with all their*, *with there*, *with reference*, etc. *With advantage* ---, *with regard* ---





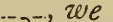

## WHAT.

308.—*What* standing alone is indicated by *soid*, first position. It is phrased initially (governing position) only, except in the phrases *at what*, *to what*, *of what*, and *with what* (written ---). *What can* is not phrased, to avoid conflict with *we can*. *What will* written with the *w* hook on *L*. and *what else* with the *w* hook and final *s* circle on *L*. *What for* ---, *to what* ---




## WOULD.

309.—*Would* standing alone is indicated by *soid*, third position. It is phrased initially (governing position), medially and finally. In the phrases *when would*, *where would*, *that would*, *they would* and *there would* use *thoid* instead of *soid*. Before M, H, L, and in *would not* and *would there* the stem W is used; but W must not be phrased medially or finally for *would*. *Would give* ---, *it would be* ---, *how would* ---, *he would* ---, *I would* --- (to contrast with *of what*), *would make* ---, *where would* ---



## WE.

310.—*We* standing alone should be written W, third position. In phrases it is written *thoid* or *soid*, initially (not governing position), medially and finally. Before M and H the stem W is used. *We will* is written with the *w* hook on L. *We feel* ---, *we may* ---, *if we take* ---, *we would* ---, *would we* ---, *we will be* ---



## YOU-R.

311.—*You* standing alone is indicated by *moid* or *noid*, third position. *Your* standing alone is written Y, third position. Either *moid* or *noid* can be phrased initially (not governing position), medially and finally, for *you* or *your*. The stem Y is used in the phrases *you are*, *you have* and *your own*. *You know* ---, *in your* ---, *you are* ---




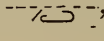

## ENLARGED SEMICIRCLE BREVES.

312.—*You-r* may be phrased after the words indicated by *thoid* and *soid* by enlarging the breve. *Would* may be added by enlarging *moid* and *noid*. *What you say* ---, *you would be* ---



## AWAY, WAY.

313.—*Way* and *away* may be indicated in the middle or at the end of phrases by *thoid* or *soid*. *In some way* , *in this way* 




## STRAIGHT BREVES IN PROXIMITY.

314.—The *con* dot may be replaced by *poid* for *a-n-d con-*, *roid* for *I* or *of con*, *choid* for *the con-*, and *koid* or *toid* for *he con-*. *And commence* , *I contend* , *of constant* , *the conclusion* , *he complains* 



## “PROXIMITY” FOR OF.

315.—*Of* is frequently omitted altogether. Occasionally it is convenient to indicate it by proximity; that is, writing the two outlines between which *of* occurs very close together. Or, if preferred, proximity may be used to indicate *of the*. *End of this* , *date of the bill* 

## FOURTH POSITION.

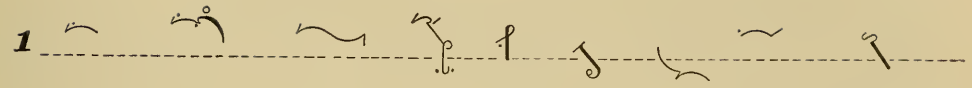
316.—*To* and *too* are frequently indicated by what is known as “fourth position;” that is writing the outline of the word after *to* or *too* entirely below the line. Only upright, full length strokes should be written in fourth position, and, more particularly, outlines which would be read in any position. Fourth position is most convenient after an outline ending below the line. Fourth position outlines are usually infinitives. *To be* , *to dismiss* , *too much* 

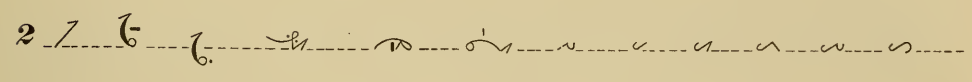
## “FROM” AND “TO” OMITTED.


317.—*From* and *to* in connection with a repeated word are indicated by writing the outlines of the repeated word joined or in proximity. *From year to year* , *from day to day*  ||




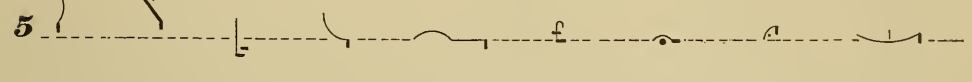
## READING EXERCISE.

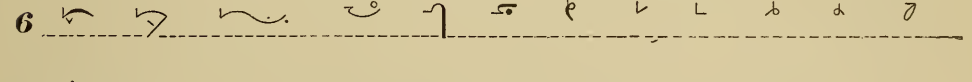
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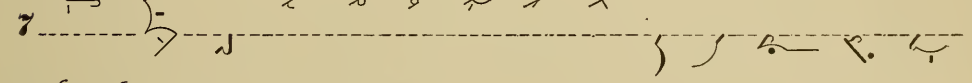
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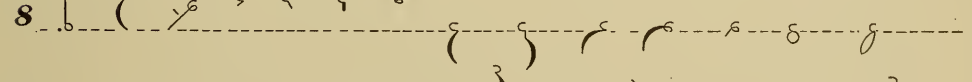
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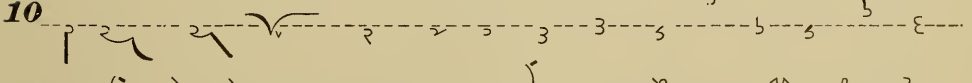
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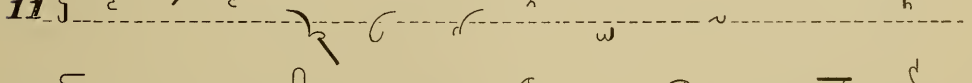
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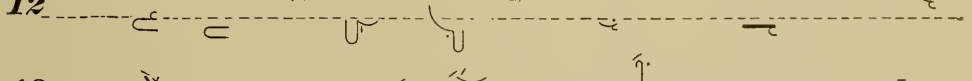
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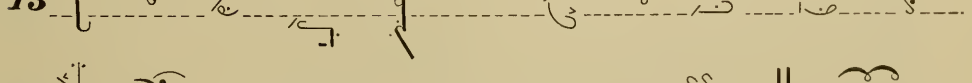
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## WRITING EXERCISE.

I am glad, I am never, I am not in the habit, I am very sorry, I am surprised, I believe there was, I cannot say anything, I decline to say, I mean to say, I do not intend, I do not think there is, I do not know anything about it, I have known, I have never been, I have no doubt, I may be able to, I may have been, I need not say, I suppose there is, if I may be, for I am, for I have, that I have, if I have, though I have, of some kind, of this matter, of no account, of course there is, of your opinion, of all such, of all those, of all these, form of a, dispose of, increase of, and which has been, an offer, a very great, a protest, a list, and claimed, an impression, force a, gives a, before and after, and as he must, and I think, and as I do not, that is a, and as I have no means, and as it is not necessary, and as there is no, losing a, going and, setting an, opening and, proving a, opened the, bent the, attend the, don't the, joined the, select the, render the, entertain the, complete the, explained the, placed the, examined the, against the, gaining the, retaining the, lifting the, securing the, extending the, urging the, he might, he placed, he intended, he said, he has begun, deprive him, appoint him, urge him, count him, through him, over him, how often, how many, how little, how high, how wide, how thick, how deep, how dark, how few, how do you know, how can you tell, how does this, how can this be, have gone, have caused, have remained, have all, have our, have I, have his, have the, have a, have we, have you, have us, who can, who must be, who is not, about whom, in whom, who are expected, between whom, upon whom, with this, with such, with them, with that, what sort, what do you, what did you, of what, that is your, what all, what else, would keep, would remain, that would, they would, these would be, I would do so, there would be, when you do, what you demand, you would never, and considering the, I continue, of considerable, the commencement, he compromised.

## CAUTIONS.

318.—When *are* must be written by a stem sign at the end of a phrase, the stroke R is used to distinguish it from *were*. *There are* ---C---, *there were* ✓

319.—*That* is always half length in the middle or at the end of a phrase, to be distinguished from *them*. *Take that* ---L---

320.—*Time* is always written in full, except in *at all times* and *at the time*, and where the *t* can be indicated by halving. *At this time* ---t---, *at all times* -----, *at the same time* -----, *at the time* ---t---

321.—*Mr.* when joined to the following word, especially a proper name, does not govern position. *Mr. Smith* ---S---.

322.—*Far* is written with the R hook in the phrases *how far* and *so far*. In every other case the R stem must be used.

323.—*Could*, *did* and *should* should not be joined to the preceding word, but they may be used at the beginning of a phrase. Some writers, however, phrase these words, making them half length, to distinguish them from *can*, *do* and *shall*. *It can be* ---|-----, *it could be* ---|-----

324.—*Could not* is never phrased to the preceding word, yielding to *cannot*.

325.—*Shall not* and *should not* are written SH-Nt, when the next word can be joined on. *Shall not be done* ---S---.

326.—*At least* is distinguished from *at last* by changing the *L* to *L*.

327.—*Can't*, *couldn't*, *shan't*, *shouldn't*, *wouldn't*, *won't*, *didn't*, etc., and the corresponding full forms, are usually written alike. But where it is necessary to make a distinction, *can not*, etc., are separated.

328.—*Part* is generally written Prt in phrasing. *On my part* -----

329.—*See* is always vocalized in phrasing, to be distinguished from *say* and *so*. *Did you say anything* ---}-----, *did you see anything* ---}-----

330.—*Else* takes L in phrasing, to be distinguished from *less*. *Anything else* ---}-----

331.—*Purpose* is written simply P in phrasing. *For this purpose* ---}-----

332.—Half length V for *of the*, the old form, is sometimes used now, where it seems specially convenient. *On account of the* ---}-----

333.—*Or* is sometimes written R, usually after a down stroke. *Day or two ago* V└

## SPECIAL PHRASES.

**334.**—The student who has learned the rules of phrasing given in this book, will easily remember the phrases given in the exercises and will be able to invent many others in the course of his practice. Practical reporters, however, have adopted still other phrases, which are more arbitrary and difficult to learn, but their usefulness more than repays the effort made to learn them. The list upon the following pages is given for the benefit of the pupil.

**335.**—The word signs and phrases given in this book will be useful to every reporter, but they will hardly answer all the requirements of his work. With those already given as a guide, he will invent such others as are made necessary by the peculiar necessities of his work.

## SPECIAL PHRASES.

According to.....	Baptist Church.....
According to a.....	Bear in mind.....
According to the....	Before or after.....
According to your.....	Before or since.....
According to that. ....	Best of my belief.....
According to agreement.....	Best of my knowledge.....
At first.....	Bill of lading.....
At any rate.....	Bill of sale.....
At all events.....	Can you state.....
Absolutely necessary.....	Constitution of the U. S. ....
Act of Congress.....	Could you state.....
Again and again.....	Court of Justice.....
Anybody else.....	Cross examination.....
Anything else.....	Day or two ago.....
Anything less.....	Day time.....
As a matter of course.....	Do you remember.....
As a matter of fact.....	During the time.....
As far as you can.....	Eastern States.....
As far as you may be able to.....	Eight or ten.....
As far as they.....	Everlasting life.....
At the last moment.....	Every one.....
At your place of business.....	Fellow citizens.....

First place.....	In consequence.....
First rate.....	In full.....
First time.....	In like manner.. ..
For ever and ever.....	In most cases. ....
For the first time.....	In order that....
For the last time.....	In point of fact.....
For the purpose of.....	In some of the.....
For this purpose.....	Instead of the.....
Gentlemen of the jury.....	In the first instance.. ..
Great Britain and Ireland.....	In the first place. ....
Great majority of cases .....	In the next place.....
Greater or less.....	In reply to your favor.....
Habeas corpus .....	In reply to your letter.....
Half an hour.....	In response to.....
Honorable Gentleman .....	In respect to.....
House of Commons....	In receipt of your favor .....
House of God.....	In regard to.....
House of Representatives .....	It must not be.....
How do you remember.....	It has been said.....
How far.....	It is therefore.....
How long have you been.....	It may as well.....
In consideration.....	It is well known.....



It must be..... More than any other .....  
 Just as good as..... Mr. Chairman.....  
 Just as much as ..... Mr. President.....  
 Just as soon as..... Most important.....  
 Just as well as..... Most likely.....  
 Ladies and gentlemen..... Most of the time.....  
 Last night..... Much more than.....  
 Last past..... Must also.....  
 Last week..... Must always be.....  
 Last will and testament..... Must be able to .....  
 Less than..... Must be made.....  
 Little else..... Must do something.....  
 Little less..... Must have been.....  
 Little while ago..... Must know.....  
 Long after that..... Must make.....  
 May as well..... Must not.....  
 Mean to be understood..... Must say.....  
 Member of Congress..... Must see.....  
 Member of the legislature..... Next thing.....  
 Meth't Episcopal Church..... No, sir.....  
 More and more..... North America.....  
 More or less ..... Northern States.....

Notwithstanding the fact.....	President of the U. S.....
Now and then.....	Pro rata.....
One or two.....	Real estate.....
On my own part.....	Right and wrong.....
On my part.....	Right or wrong.....
On one or two occasions.....	Said and done.....
On our account.....	Said or done.....
On the contrary.....	Secretary of State.....
On the other hand.....	Secretary of the Treasury.....
On the other side of the case.....	Seems to have been'.....
Once in a while.....	Set forth.....
Once or twice.....	So far as it is.....
One or more.....	So as to be.....
Over and above.....	So far as I am concerned.....
Party of the first part.....	So long ago.....
Party of the second part.....	So to speak.....
Peculiar circumstances of the case.....	Some one.....
Per annum.....	Some one or other.....
Per cent.....	Stand still.....
Point of view.....	Such as we have.....
Postal card.....	Such as we were.....
Presbyterian Church....	Than there was.....

That has ever been.....	What of that.....
That is all.....	What of the.....
That was all.....	What were you.....
This morning.....	Where there has been .....
To a certain extent.....	Where was your place of business.....
To all intents.....	Whether or not.....
To sell.....	Whether you are.....
Under the circumstances.....	With all that.....
Under all the circum- stances of the case...	With reference to.....
Upon the part of the.....	With regard to.....
Up to the time.....	With relation to.....
Very great extent.....	With respect to.....
Very seldom.....	Will you look.....
Vice versa.....	Year and a half.....
Viva voce.....	Year or two.....
Vice President.....	Years and years.....
Was or was not.....	Years of age.....
Ways and means.....	Years old.....
Week or ten days.....	Yes or no.....
What are you.....	You must bear in mind.....
What did you.....	Young man.....
What of it.....	Young men.....

## COURT REPORTING.

**336.**—Court Reporting is generally considered the highest form of shorthand writing, on account of the difficulty of the work and because it requires the highest rates of speed. It also requires considerable knowledge of the law. The student who is ambitious to become a court reporter will have to begin his work as a stenographer in some other line, preferably in a lawyer's office, and devote his spare time to speed practice and posting himself in legal matters. In order to give the student some insight into court work, the following sketch is given of the proceedings in a trial.

## "PARTIES."

**337.**—The person bringing a suit against another person is called the plaintiff, and the person against whom the suit is brought is called the defendant. Frequently there are more than one person on either side. The plaintiff and defendant are referred to collectively as the parties to the suit. In a criminal case, the prisoner is referred to either as the defendant or the prisoner.

## PROCEDURE.

**338.**—A case being called, the method of procedure is as follows: 1st, the jury is impaneled; 2d, plaintiff's counsel makes a statement of his side of the case; 3d, plaintiff's witnesses are produced and examined; 4th, defendant's counsel makes a statement of his side of the case. 5th, defendant's witnesses are produced and examined; 6th, additional testimony in behalf of plaintiff; 7th, additional testimony in behalf of defendant; 8th, argument before the jury by defendant's counsel; 9th, argument by plaintiff's counsel; 10th, judge's charge to the jury; 11th, the verdict; 12th, notice of appeal, new motions, etc., if any are made.

## EXAMINATION OF WITNESSES.

**339.**—In the examination of the witnesses, the following is the order of procedure: 1st, the witness is sworn by the

clerk of the court; 2d, the attorney for the side producing him asks him his name, residence, occupation, and what he knows about the case on trial—which is called the direct examination; 3d, the attorney for the other side examines the witness, which is called the cross-examination; 4th, the witness may be further examined by the side calling him, which is called re-direct examination; 5th, the opposing attorney may be allowed to examine the witness again, which is called re-cross examination. While the witness is being sworn, the reporter writes the name in longhand, followed in shorthand by “direct examination by Mr. ——.”

#### METHOD OF INDICATING QUESTION AND ANSWER.

**340.**—The paper used by court reporters generally has a line ruled down each page about an inch from the left hand margin, and sometimes there is another line about two inches from the margin. These lines enable the reporter to indicate questions and answers without writing the words *question* and *answer*. All questions are started at the line one inch from the margin; and if the question extends beyond one line of writing, each subsequent line is started at the first marginal line. If the question is short, the answer may be begun on the same horizontal line, about an inch beyond where the question ends. Generally, however, the answer is started on the line of writing below the question and at the second marginal line above referred to. In long answers the succeeding lines of writing do not extend to the left of the second marginal line.

**341.**—A narrow page is preferable for court reporting, on account of the great number of short questions and answers, and also because greater speed can be attained with short lines of writing.

#### THE MARGINAL SPACE.

**342.**—In the blank space down the left-hand side of the page are written the names of the attorneys who conduct the



examination of the witnesses, or who interrupt the examination with objections or questions addressed to the court. Whenever the judge speaks, the outline for *judge* or for *court* is written in this marginal space.

When an objection is made, the reporter writes B-T in this marginal space, followed by the attorney's name and the substance of his objection—though sometimes this last may be omitted. The action of the court is indicated by "objection sustained" or "overruled," followed by "exception," if one is taken. By the aid of this marginal space the reporter is able to find quickly any point in his notes to which it may be necessary to refer.

Court reporters are constantly called upon to read portions of their notes in court when discussions arise as to what has been said, and they must be prepared to read both accurately and rapidly.

#### REPORTER USES BOTH EYES AND EARS.

343.—Notes must also be made of the actions of the counsel and witnesses in the exhibition, inspection and manipulation of papers, books, samples, machines, and various other articles.

#### THE REPORTING "STYLE."

344.—The shorthand notes of court reporters are distinguished from the writing of reporters in other work by the use of every possible speed expedient. The principal speed expedients are phrasing and omission of words. Court reporting admits of more and longer phrases than any other shorthand work, on account of the colloquial language so largely used. Further, the same words and the same expressions recur so frequently that many such words as *of*, *the*, *a*, *to* and *of the*, *of a*, *to the*, etc., can be omitted in certain connections. Reporters also invent many word signs which are specially adapted to their work.



## VERBATIM REPORTING,

345.—The language of witnesses is always taken verbatim, with mispronunciations, grammatical errors, etc., indicated as closely as possible, that the record may represent witnesses faithfully. Frequently, merely the substance of the remarks made by the judge and the attorneys is noted, but it requires experience to know when to do so; the beginner would better report as nearly verbatim as possible. Legal references made by the attorneys (to volume and page numbers) should be accurately noted, and often it is well to give the opening and closing words of the reference.

346.—The stenographer who aspires to be a court reporter must first learn the phrases and short outlines used in court work; second, practice most diligently for speed in writing, and just as diligently (if not more so) for rapidity and accuracy in reading his notes; third, practice sermon, lecture and general reporting, to overcome the nervousness that usually attends an appearance in public; fourth, study of and practice in transcribing court notes; fifth, study of legal papers and legal matters in general.

## TECHNICAL AND GENERAL REPORTING—AMANUENSIS WORK.

347.—There are other lines of shorthand work that are just as difficult as court reporting, though not always requiring such high speed. Under the head of general reporting are legislative, convention and lecture reporting. Each of these requires a perfect command of short hand, absolute self-control on the part of the reporter, and considerable experience and knowledge of men and affairs. Under the head of technical reporting comes the reporting of scientific lectures and the reports of meetings of scientific bodies. This work requires a thorough knowledge of the subjects discussed, and experts in such lines have always been few and in great demand. There is also a demand for court reporters who are experts in some other line; especially to be named in this connection are the medico-legal reporters. Under the head

of amanuensis work is to be mentioned first the labor of assisting an author in preparing the manuscript for a book. This work does not require great speed, but it often requires a knowledge of the subject discussed in the book and the ability to help the author express his thoughts in the best English.

348.—Commercial stenographers should not suppose that there is an abyss between themselves and the professional writers above mentioned. Even the lowliest office stenographer can do successful work, and win the esteem of his employer, only by combining with speed and accuracy in shorthand and typewriting work general efficiency, utility and reliability in all emergencies that rise in the office.

## GENERAL OBSERVATIONS ON READING NOTES.

349.—In reading over shorthand notes, especially in reading aloud, the stenographer should keep glancing ahead to see what is coming. In this way he can keep in mind the general drift of the matter he is reading, and is more likely to catch the meaning of the more difficult outlines.

350.—It is not wise to stop and study over a difficult outline. The whole sentence should be looked over, and in most cases the general sense of the sentence will show what the troublesome outline stands for. In those cases where the stenographer can discover the general meaning of an outline, and yet cannot exactly identify the word, a book of synonyms, or better still, a thesaurus will solve the problem. The thesaurus is a book in which words are grouped according to their meaning, synonyms and antonyms being arranged in parallel columns. An example from actual practice will show how it is used. A certain outline in the notes of a letter on steam boilers looked like K-*Ls-L*, or K-*Ls-M*. After some study it was discovered that the outline was a synonym of the word *large*. On reference to the thesaurus, in the words indicating size, was found the word *colossal*, which was the word required.

351.—If an outline baffles the first few attempts to read it, the stenographer should then proceed on the supposition that the outline has been written incorrectly, and see what he can make out of the outline by supposing the position of the outline, the direction, shading or length of certain strokes, the direction of hooks, etc., to be changed. The attempt to discover such errors will be rendered much easier, when the stenographer knows what particular error he is most liable to make. All stenographers are liable to make errors under the excitement of rapid writing, but each stenographer is subject to particular errors, e. g., in very rapid dictation some writers frequently make P for CH.

352.—When all attempts to read an outline fail, some word must be inserted that will complete the sense of the

sentence and express the author's meaning. It is worse than folly to insert some word that seems to fit on an outline, without any reference to the meaning of the sentence.

**353.**—As a general rule, an understanding of the subject upon which the dictator is speaking, strict attention to his words, and the exercise of the memory as far as it will go, will enable the stenographer to make out many outlines which would otherwise be hopeless.

**354.**—When the stenographer loses any part of a dictation, a blank space should be left, generally just long enough to accommodate the words lost. Frequently a fairly good transcript can be secured from notes with the omissions thus indicated, which would be impossible with the notes written solid.

**355.**—The periods, especially if the stenographer uses the long lines, should be inserted freely, even where the transcript will take a colon or a semicolon. Too many periods are far preferable to too few. They help greatly in reading the notes. Commas are not usually indicated, but occasionally it is convenient to indicate a comma by writing the outlines that immediately precede and follow it a little farther apart than the regular spacing,

**356.**—The student should not fall into the grievous error of supposing that all he has to do after going through the text-book is to practice for "speed." Continued practice may increase his manual dexterity, but in itself it cannot make him a stenographer. It is only by the most constant and thorough reading and study of the shorthand notes that the student will make any real progress. The student should spend as much time, hour for hour, in reading as he does in writing. This study gives the student not only readiness and accuracy in reading his notes, but shows him what errors in writing he is most liable to make. It is a most excellent idea in reading over shorthand notes to use ink, if the notes were written with a pencil (and vica versa), and correct all errors discovered in the notes, perfecting badly written



characters, and inserting the punctuation, The reading of notes a week or more old, studying the notes of other stenographers and the engraved notes in the shorthand magazines, is good practice, but nothing is better than reading notes when they are fresh, and correcting all the errors found.

357.—Shorthand notes should not occupy the full width of a page in the note book; an ample margin should be left down each side of the page, the left hand margin preferably a little the wider. Keeping the notes in the center of the page secures an increase in the speed of writing, neater and more legible notes, and space in which to write any corrections or memoranda that may be necessary.

358.—It is a most excellent idea to inclose in a ring any outline, just after it is written, which the stenographer knows to be badly or incorrectly written, or to which, for any reason, he may desire to have his special attention called when he comes to transcribe his notes.

359.—The student is very apt to drop all vowels in his writing after he has learned the contractions and got into phrasing. But as practice brings him speed (so that he has time to vocalize), and experience shows him his error, he will begin to vocalize all proper names, scientific and unusual words, and finally will learn, almost by instinct, to vocalize a very common outline, when it comes in such a peculiar connection that it can be translated in more than one way.

360.—Stenographers in commercial lines cannot be too careful with outlines indicating quantity: *par* and *bar*, *pints*, *points* and *pounds*, and similar words, if confounded, might make serious trouble.

361.—Numbers are written in figures, except one and six—one would be mistaken for “*which*” and six for “*those*.” Even hundreds, thousands, millions, etc., take a shorthand outline in the place of the final ciphers. Or between two numbers may be indicated by writing the second number in first position; *to*, by writing the second number in fourth position. It is a good plan to “echo” back figures as they are dictated.

## GENERAL SUGGESTIONS.

## MATERIALS.

**362.**—The pen is by far the best instrument with which to write shorthand, since, on account of its spring, it moves over the paper like a thing of life; whereas, the pencil possesses no elasticity. A gold pen is preferable to a steel pen, as it is smoother and is always in condition to be used. A smooth, medium pointed steel pen may be used, but a fresh pen should be taken after a few hours' work. A short nibbed pen is best for shorthand writing, with medium point and spring. The reporter will have no difficulty in finding at any stationer's a gold pen suited to his hand and style of writing. A gold pen set in a reversible holder makes a most excellent equipment. The holder should be as large as the writer can conveniently handle, as small holders tire the hand in continuous work. Only fluid ink should be used, as it does not clog the pen and will respond to the most rapid movement of the reporter.

**363.**—If a pencil be used, care should be taken to select an article of good manufacture and medium hardness. There are several makes of stenographic pencils on the market which do satisfactory work. For shorthand writing the pencil should be sharpened at a much shorter bevel than for ordinary writing. The stenographer should have half a dozen pencils sharpened and at hand ready for instant use as soon as the point of one pencil becomes broken or worn down.

**364.**—Every stenographer should become accustomed to the use of both pen and pencil. While much better work can be done with the pen, there are some situations in which the use of a pencil is necessary. Fountain pens have been brought to such perfection now that many stenographers use them exclusively. They combine the excellent writing qualities of a gold pen with the convenience of a pencil.

**365.**—Most reporters use note books, though the work of some reporters requires the use of separate sheets. Note



books come in all sizes and shapes—end and side opening—to meet all requirements and preferences. Note books for pen work should be made with heavy, smooth paper; while pencil books should be made with thin, rough paper.

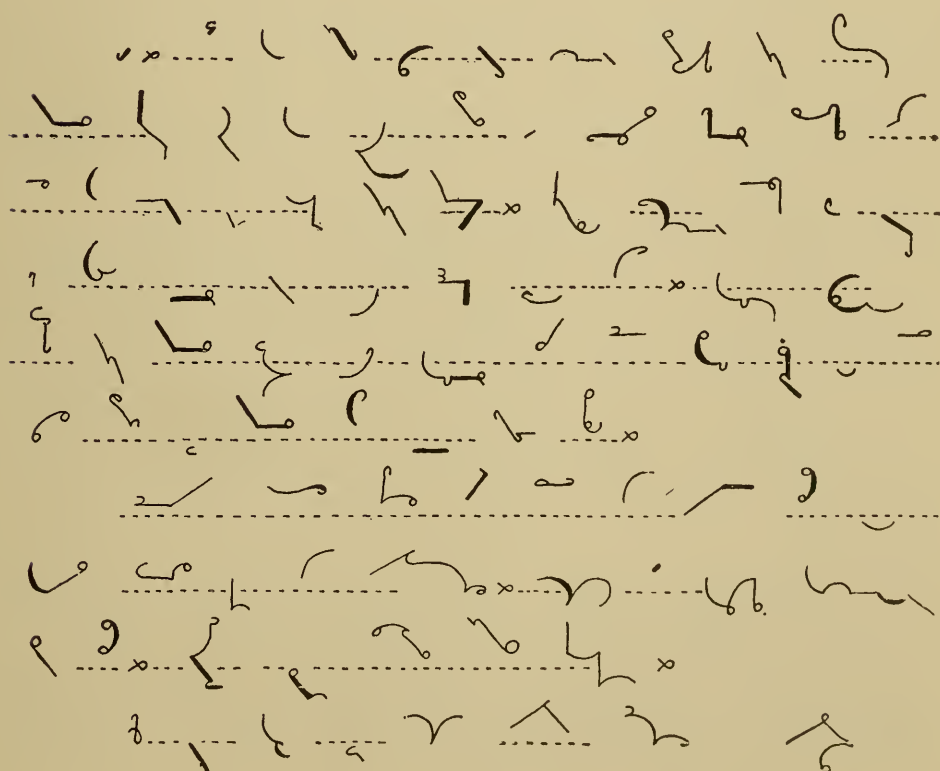
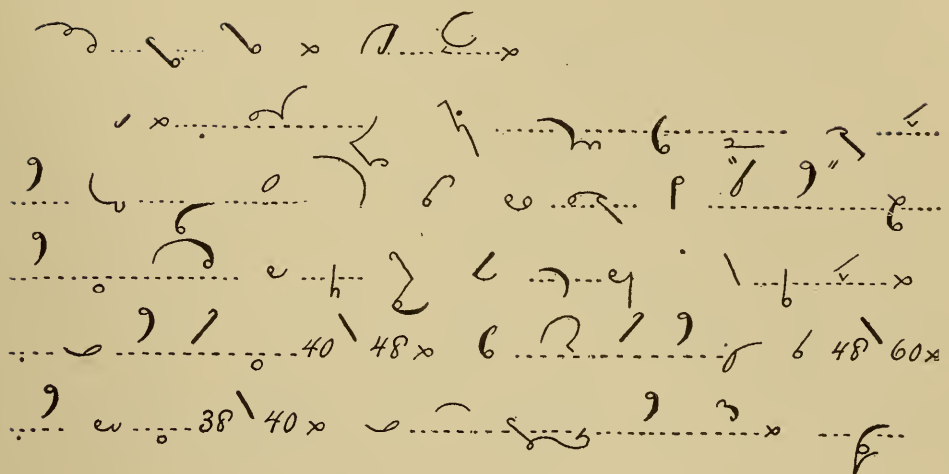
#### TURNING THE LEAVES.

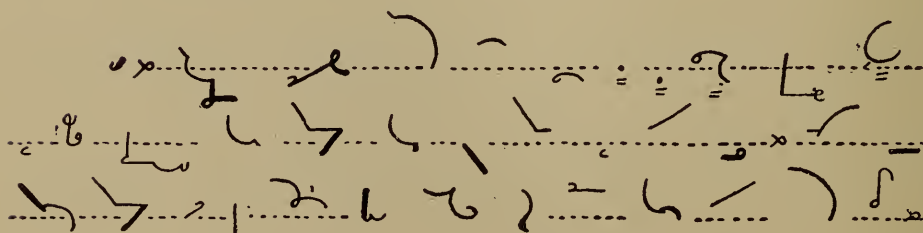
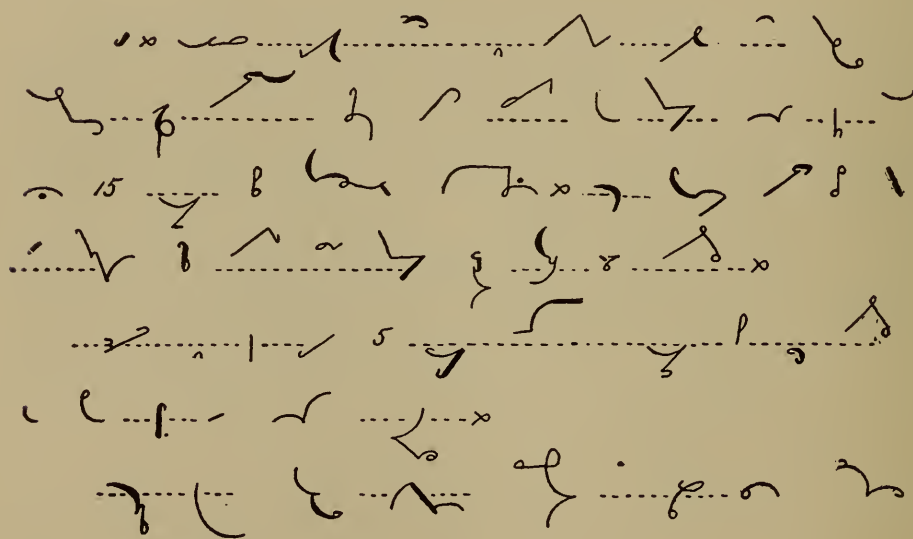
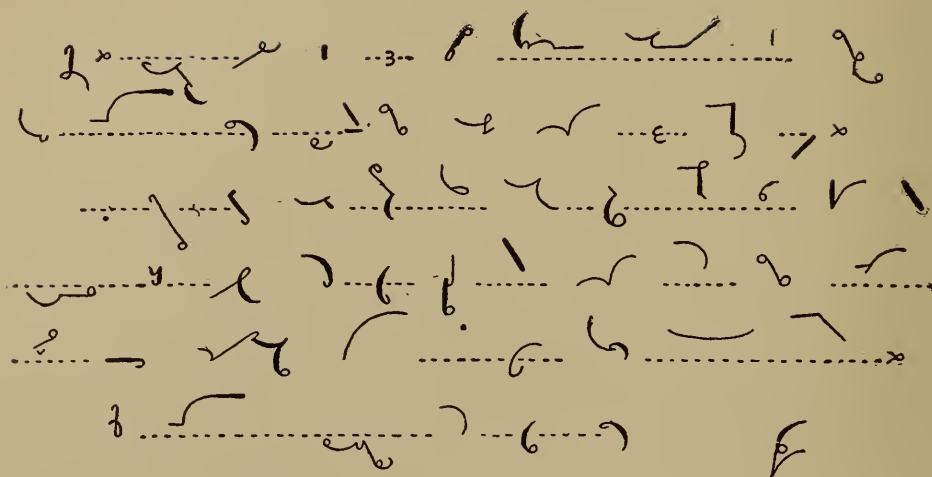
**366.**—As the reporter nears the bottom of the page in his note book he should grasp the sheet in his left hand and be prepared to turn it over the instant the last word on the page is written. With end opening books it is well to draw the page up with the left hand as the writing proceeds, in order to keep the right hand on the book all the time, and also that the hand may have a short space to travel to reach the top line on the next page.

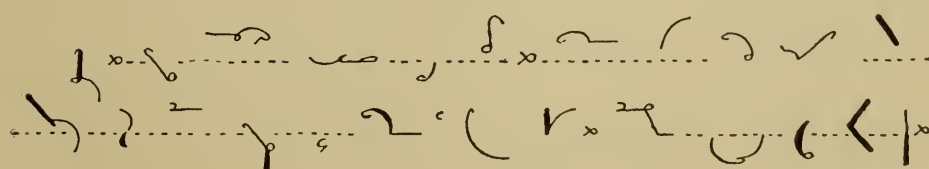
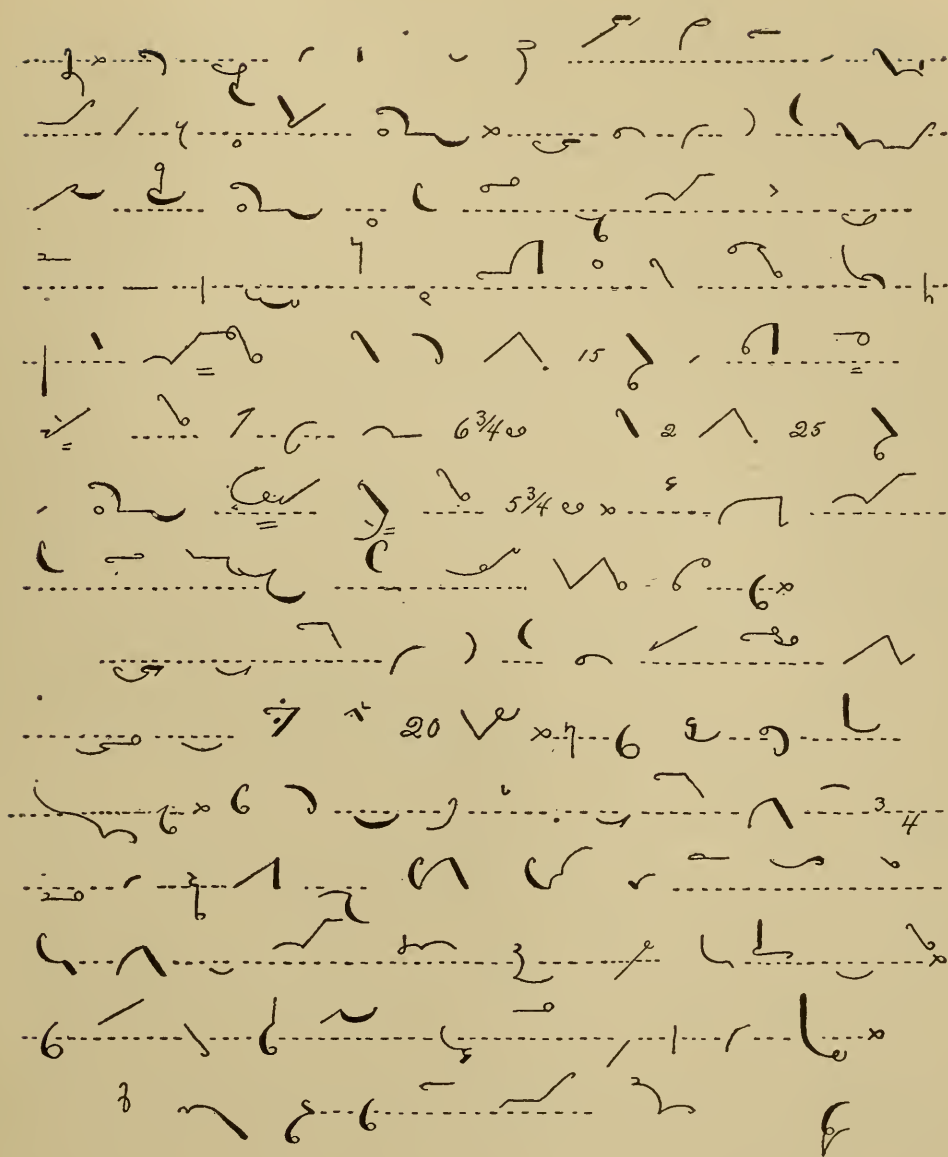
#### MANNER OF HOLDING PEN OR PENCIL.

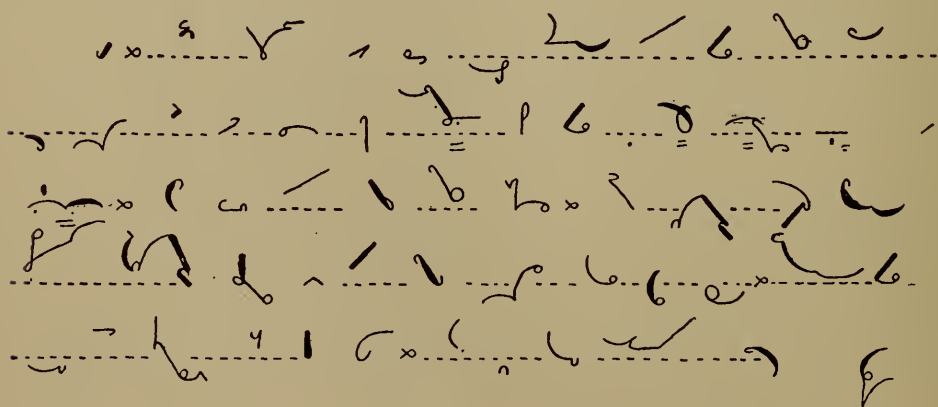
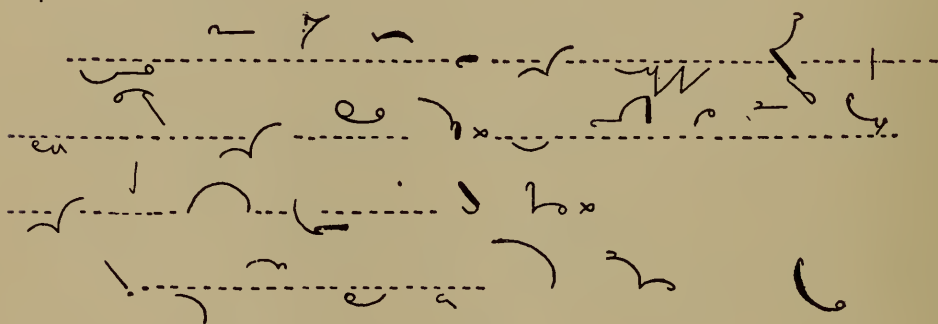
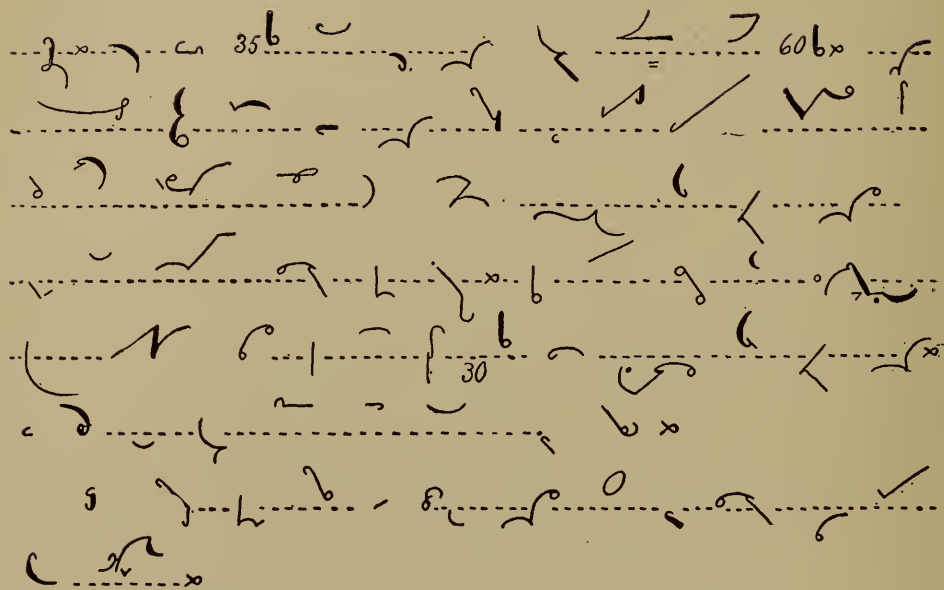
**367.**—The pen or pencil should be held as loosely as possible in the hand, and in the position most comfortable to the writer. Most reporters, however, find it best to hold the instrument of writing between the first and second fingers. A pencil is held almost vertically, to avoid breaking the lead. A pen is held at just enough slant to produce easy writing, and with the hollow side of the pen to the right. The thumb gives the pen holder a slight roll when the backward shaded strokes J and W are to be made.

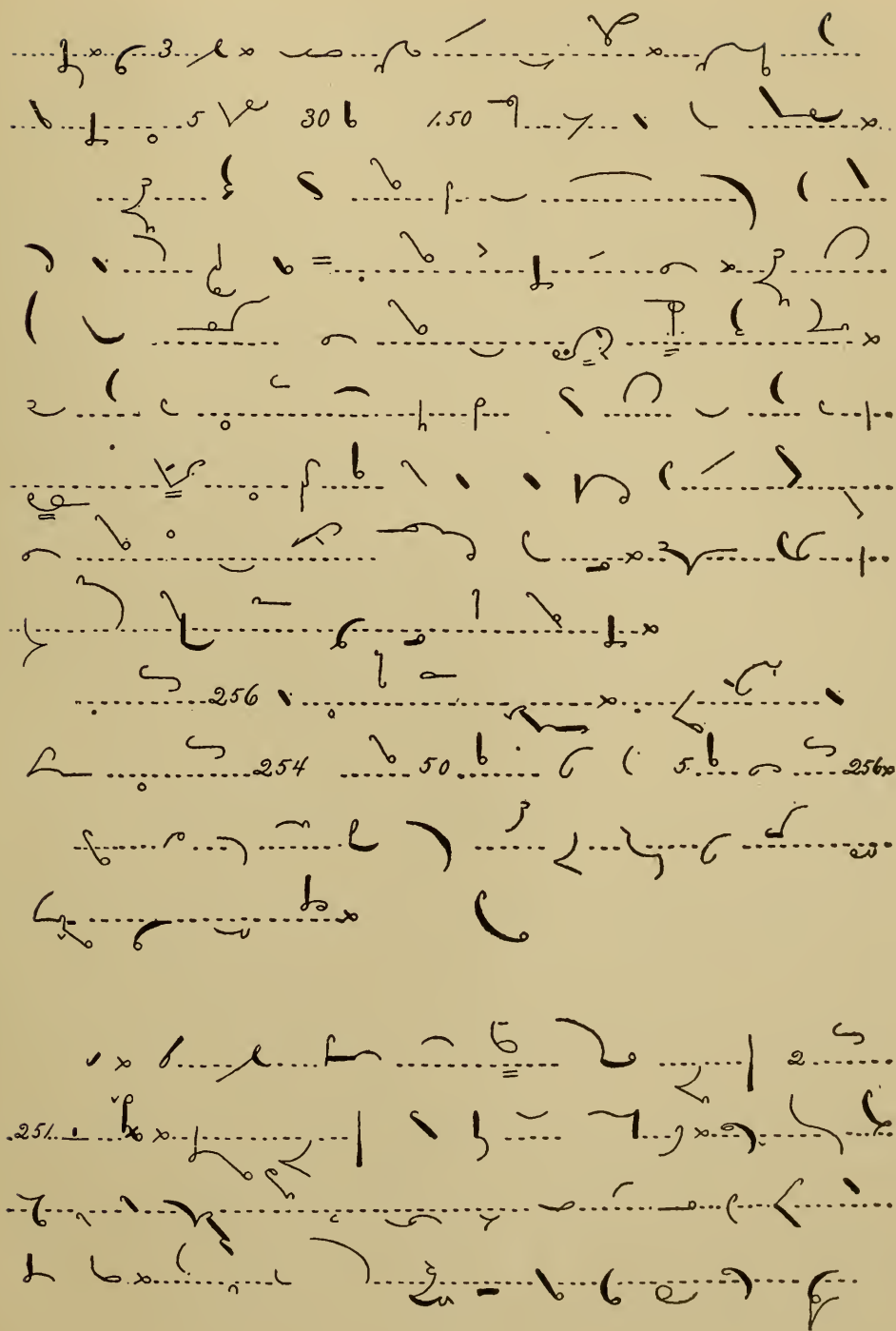
## DICTATION EXERCISES.



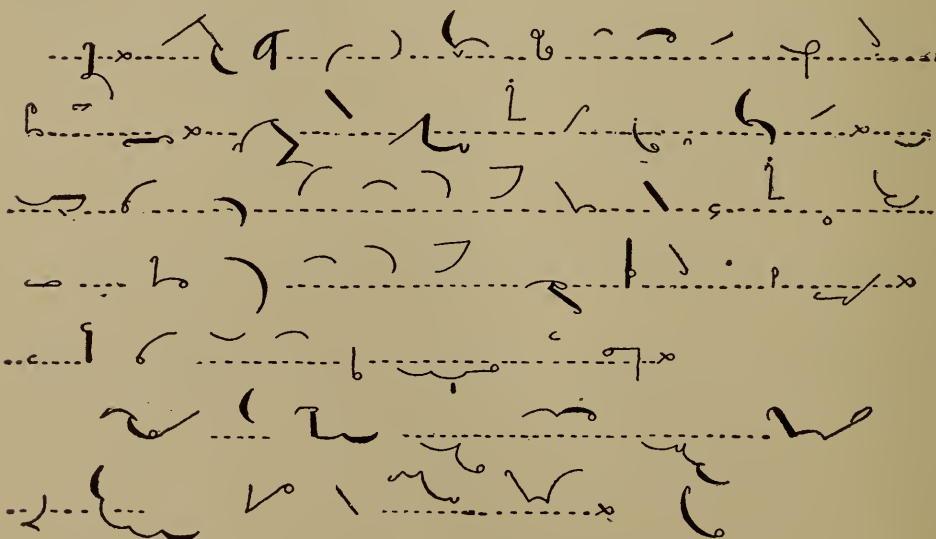
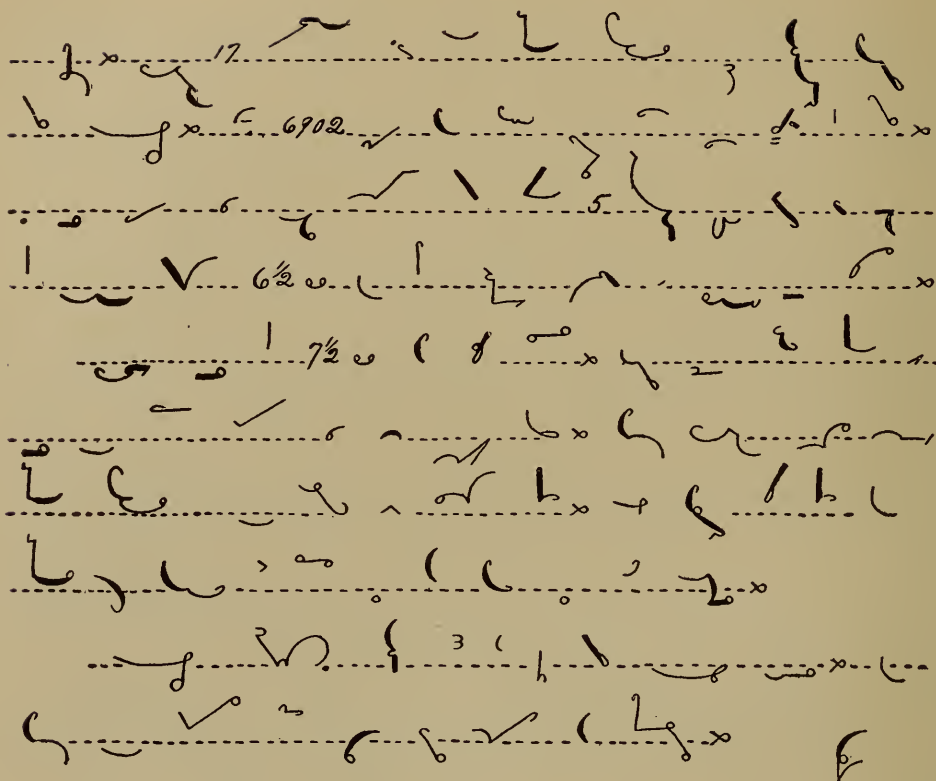


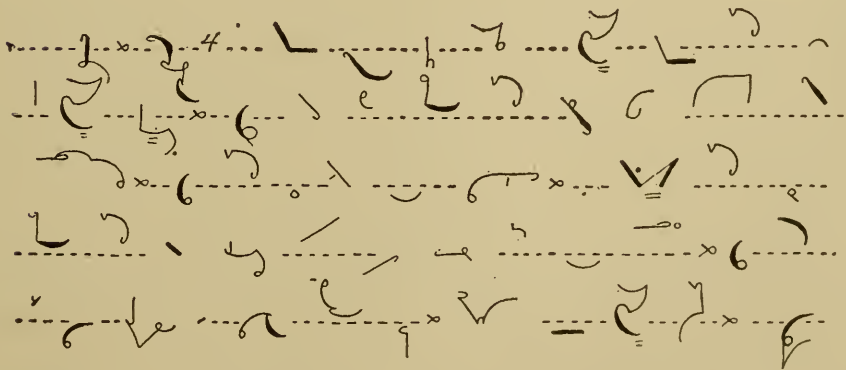
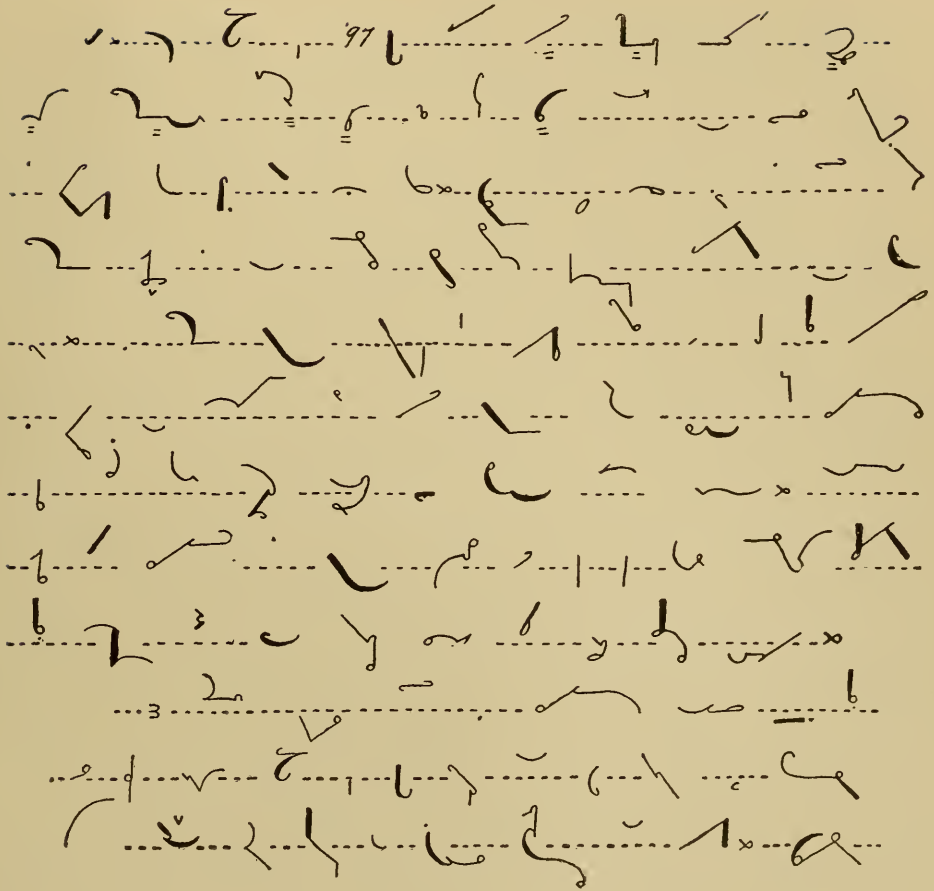


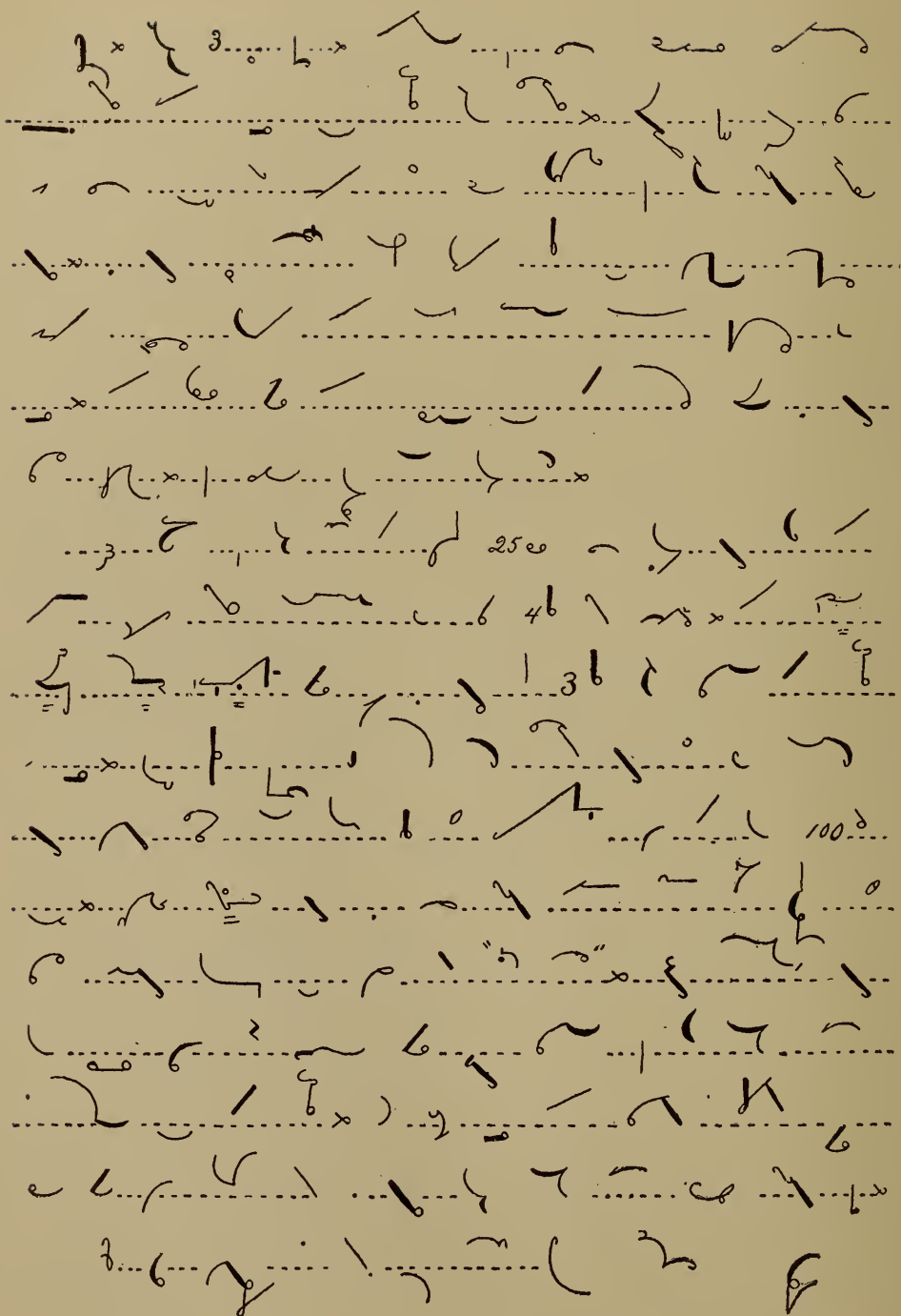


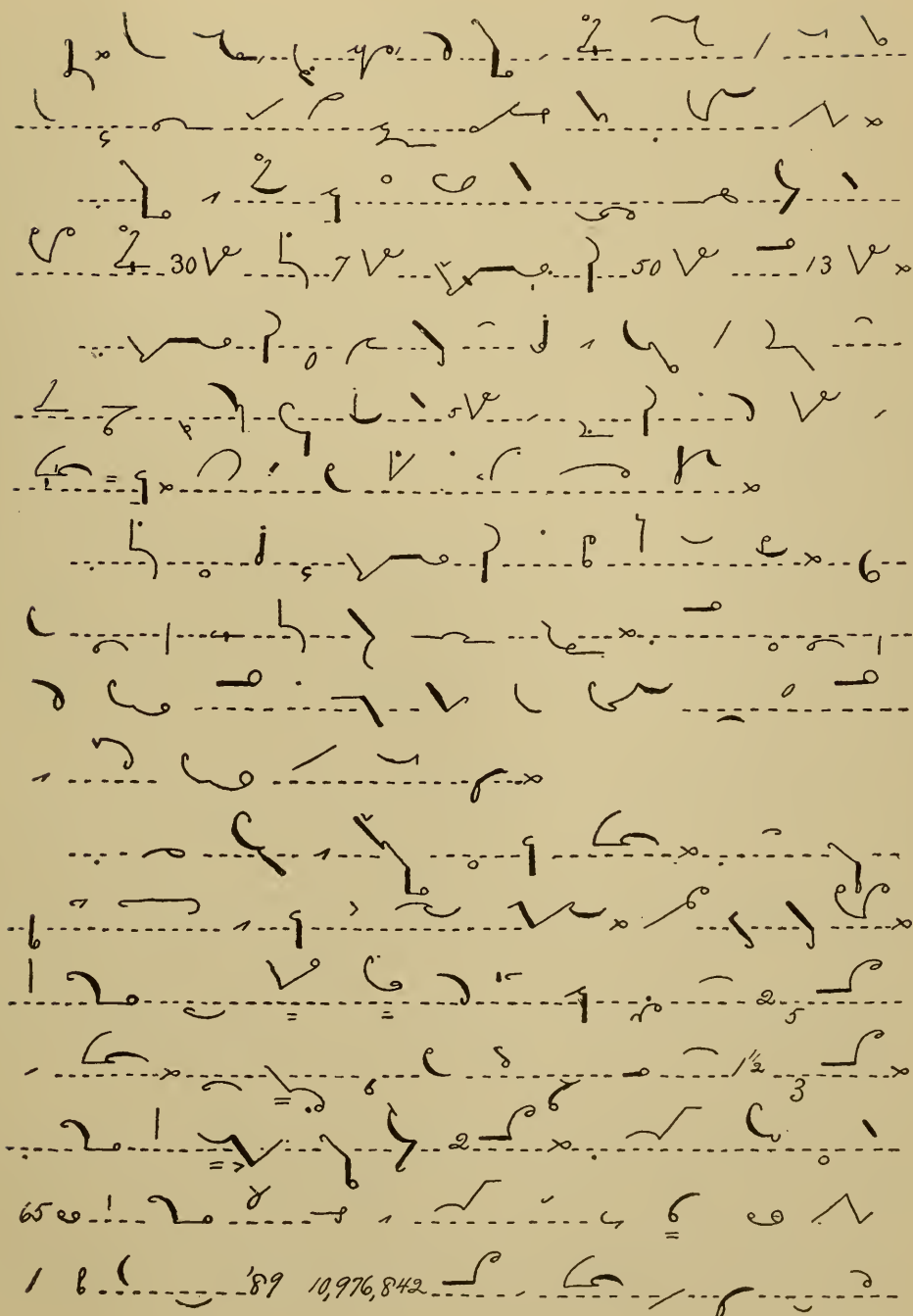


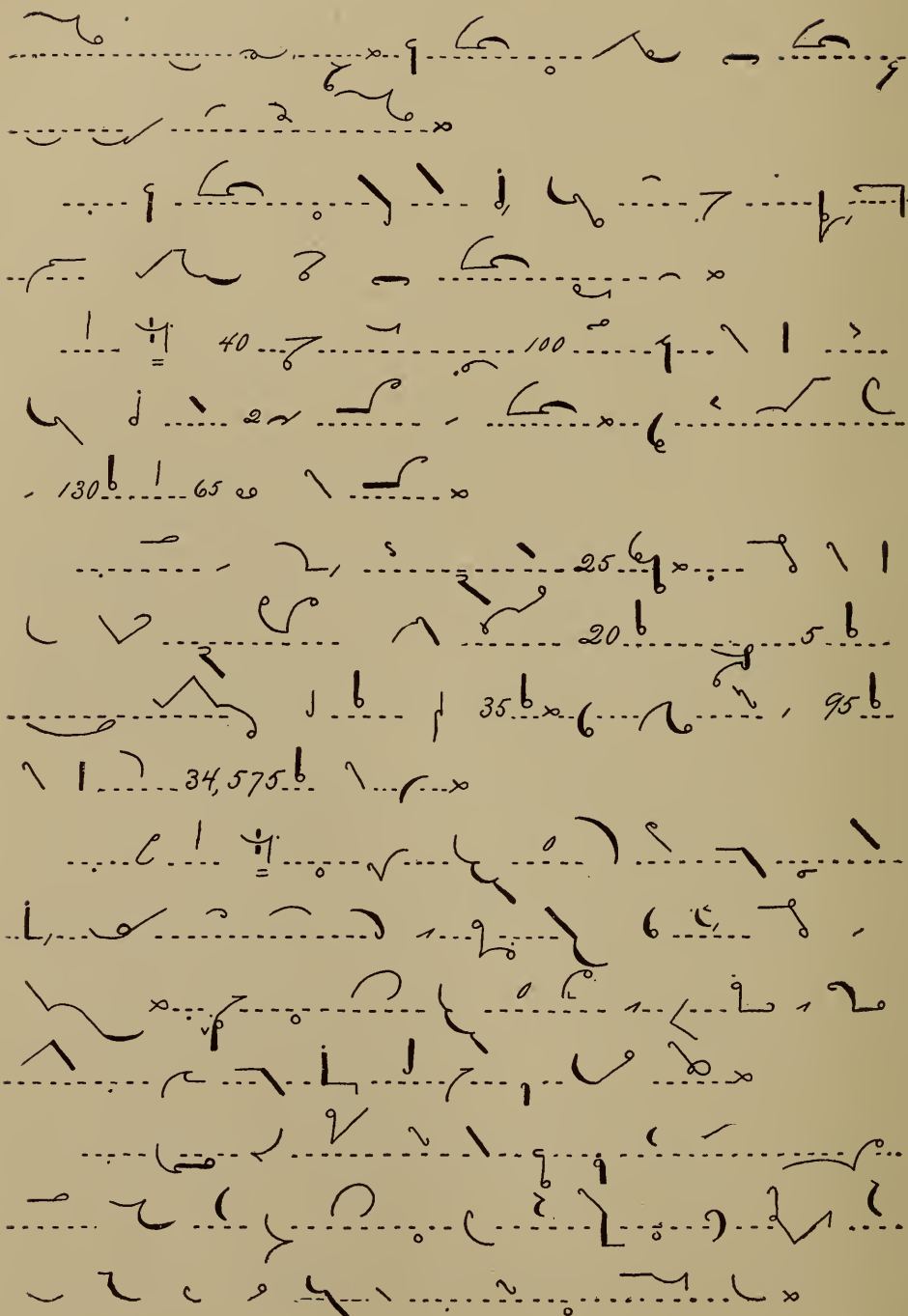


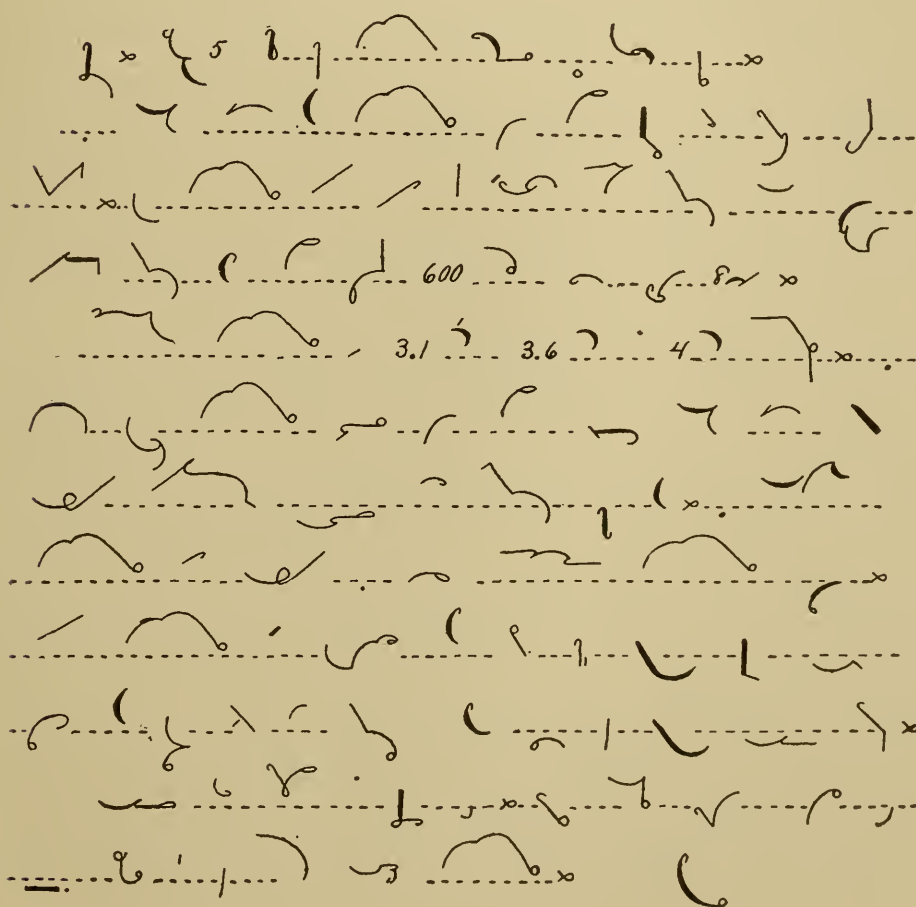
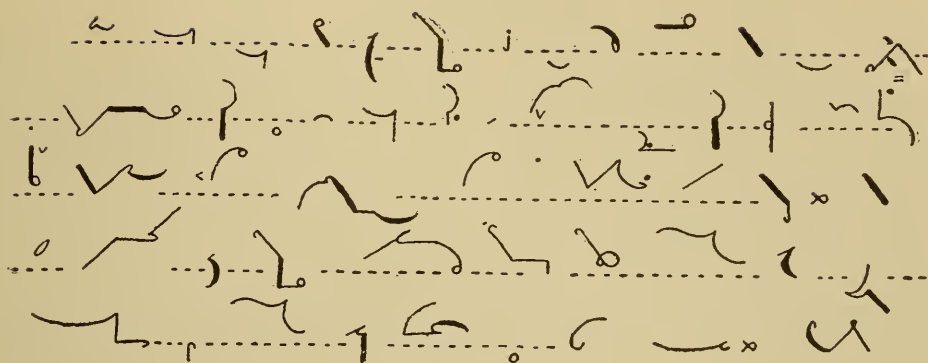




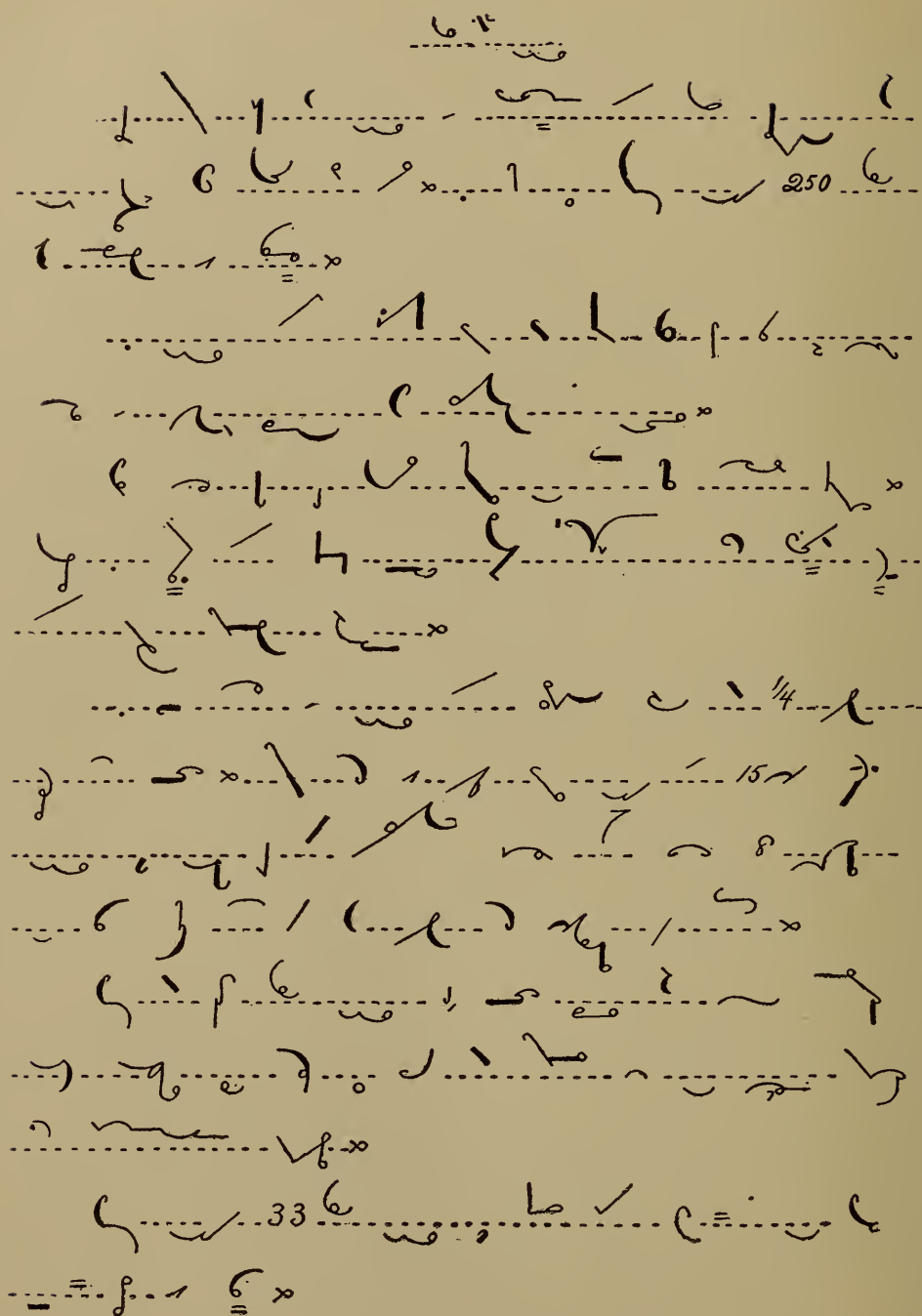


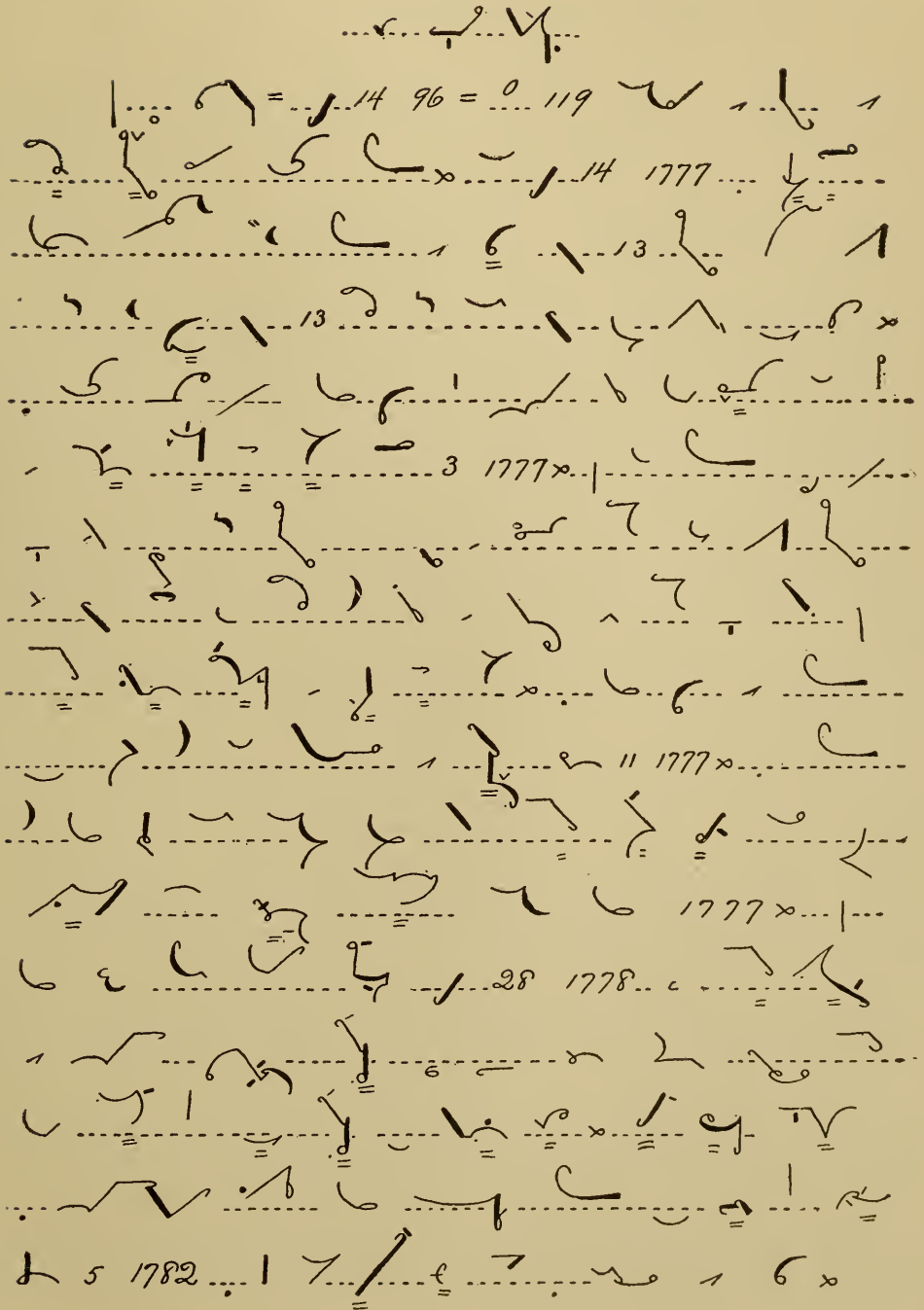


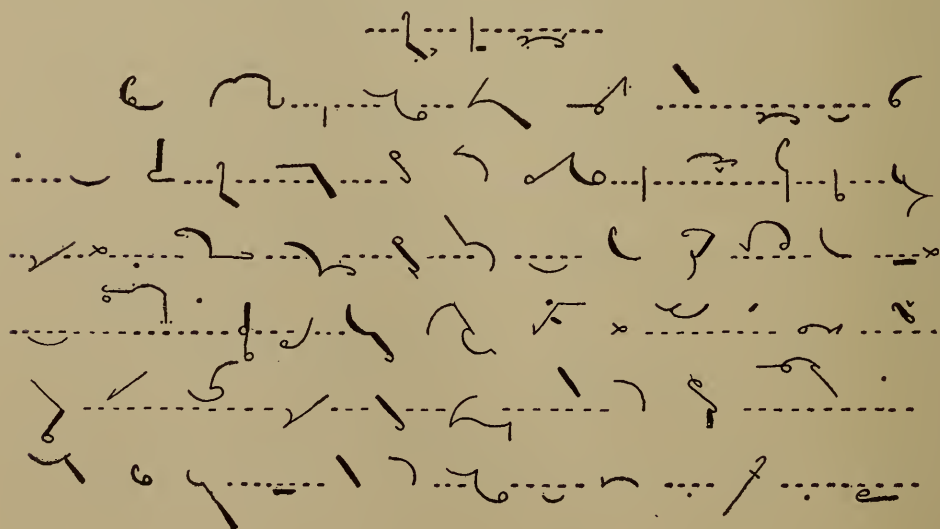
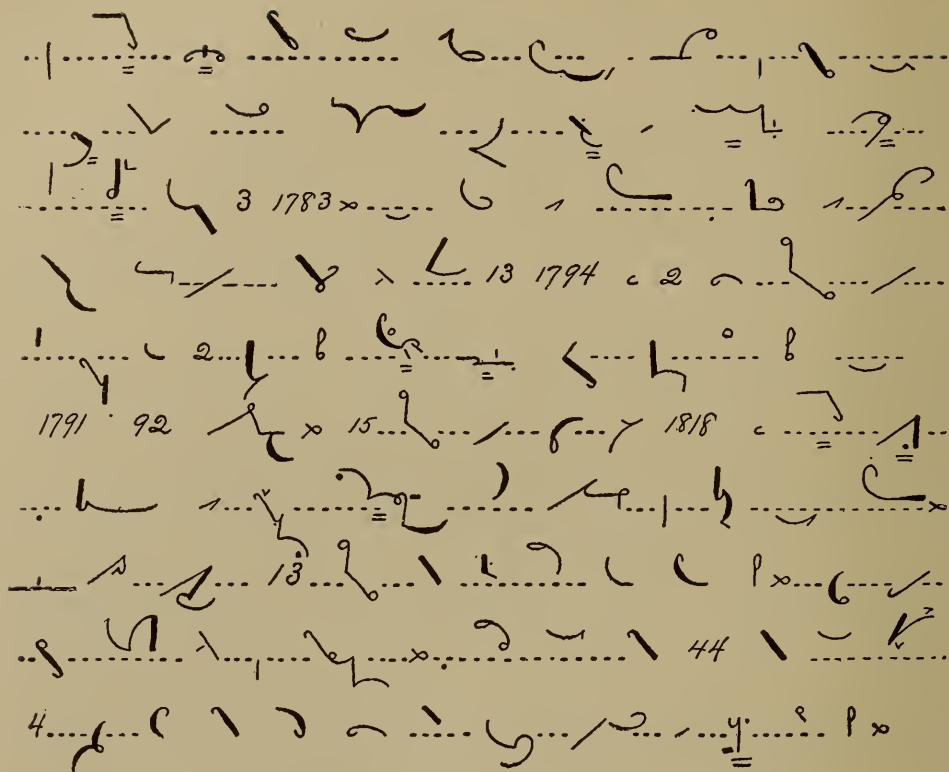


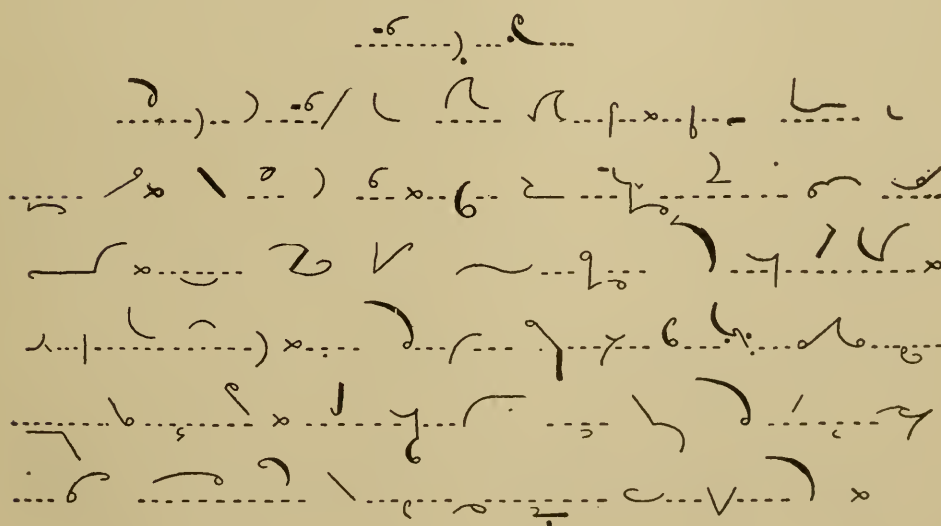
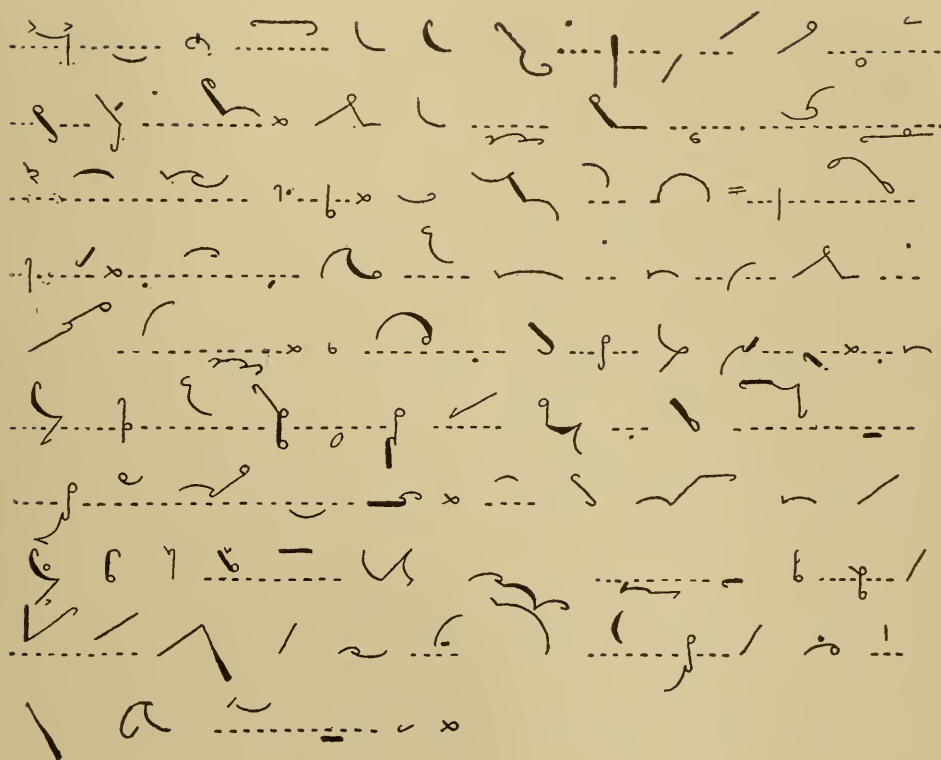


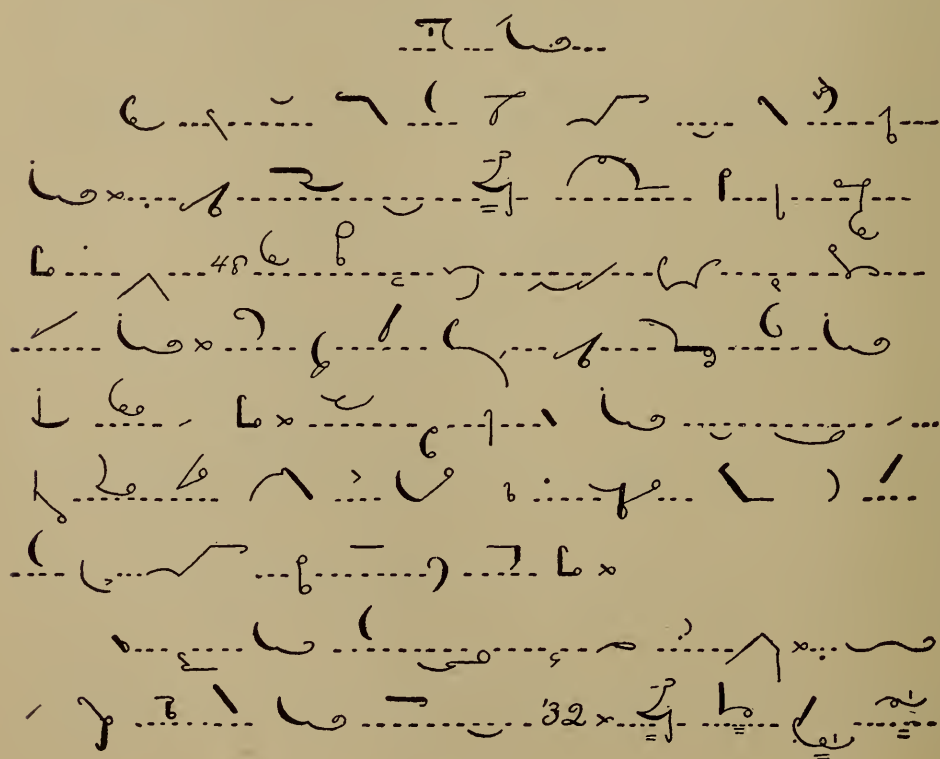
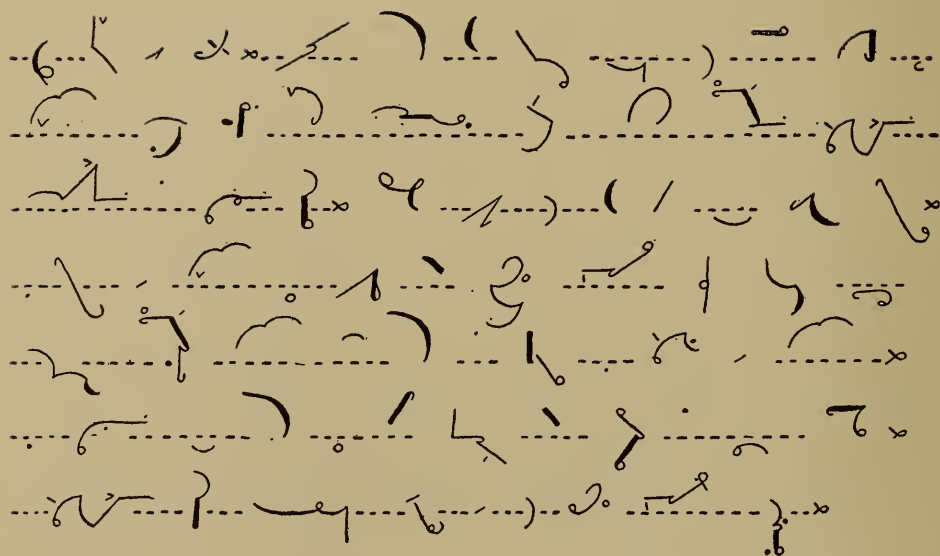


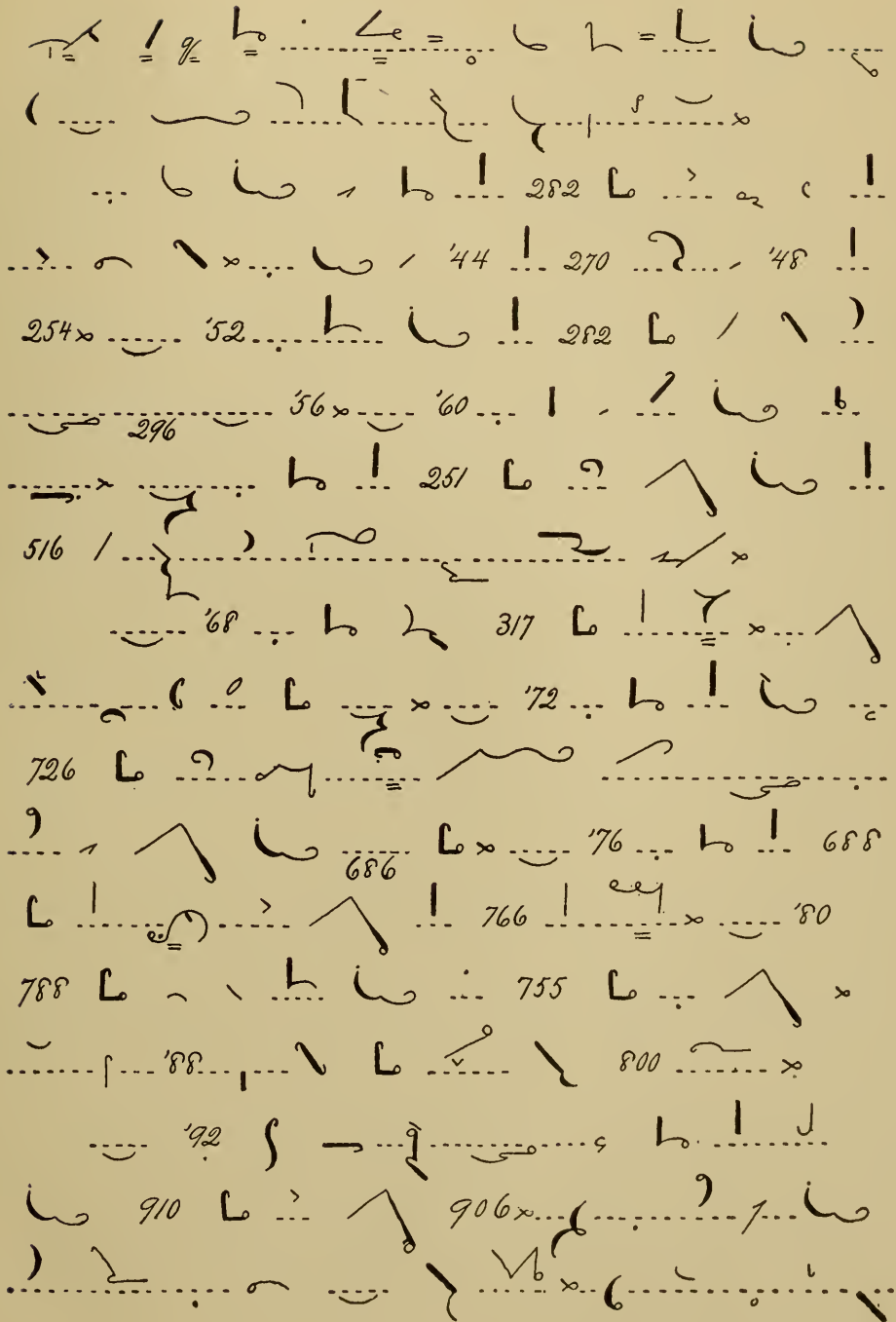










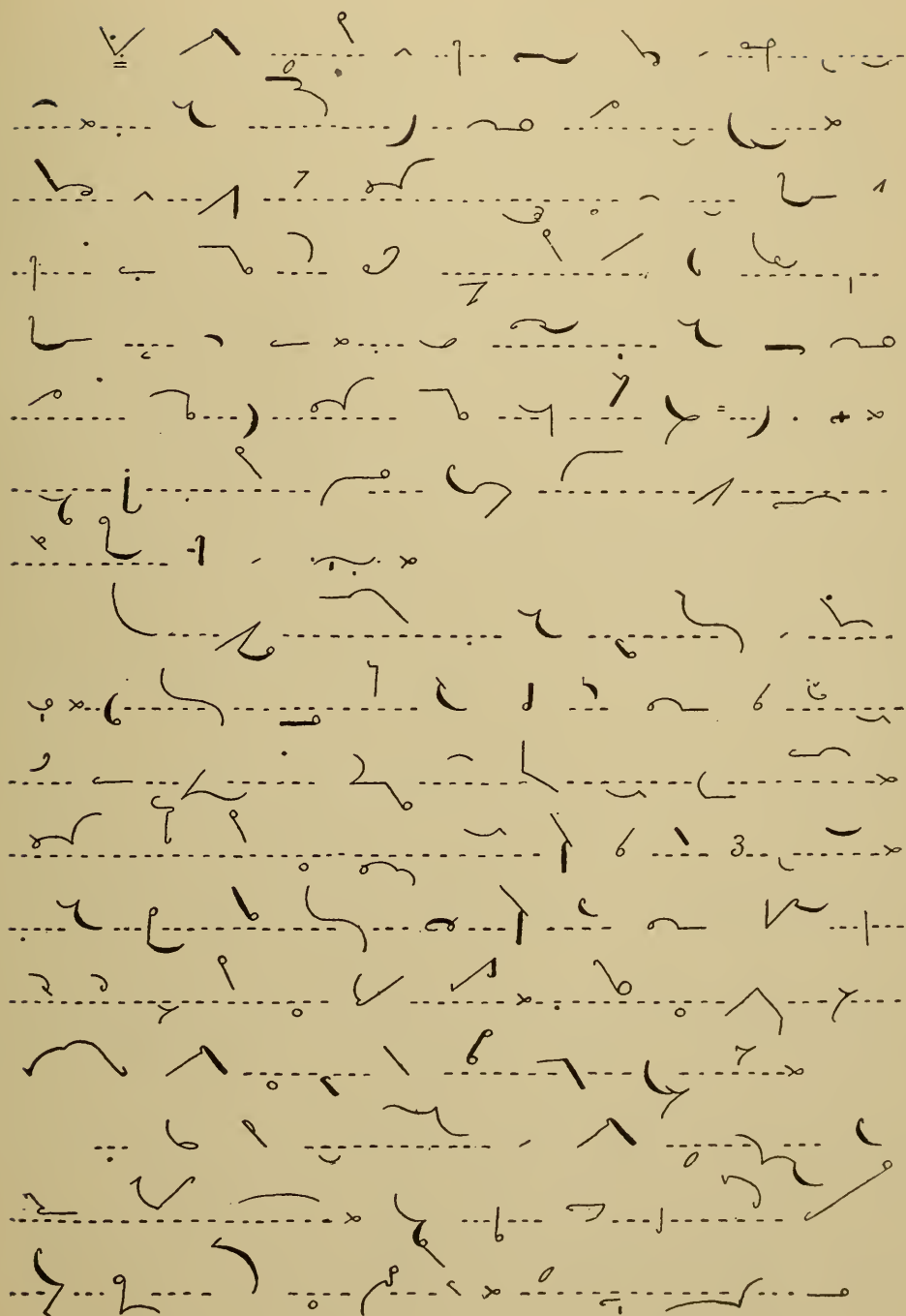


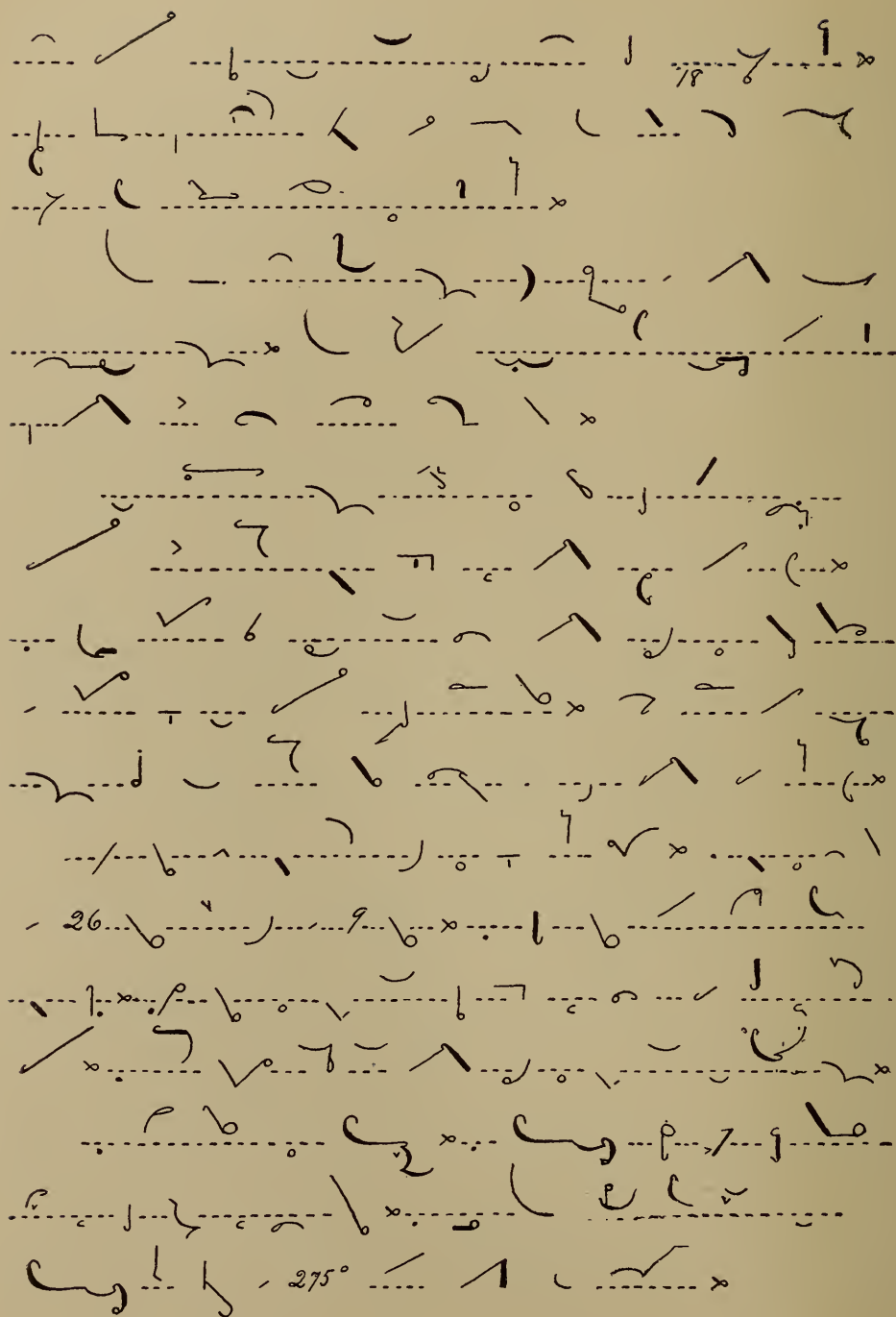


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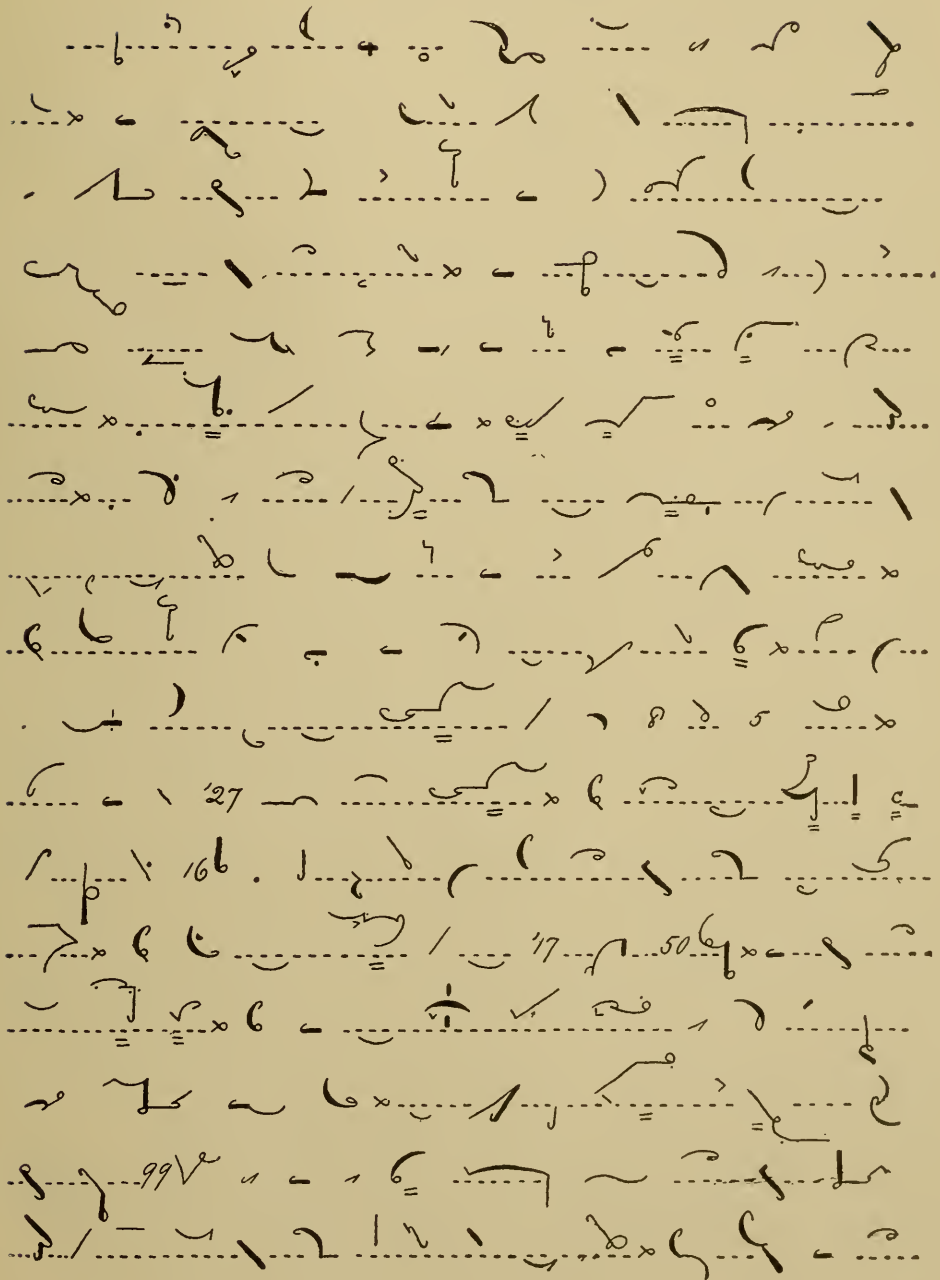
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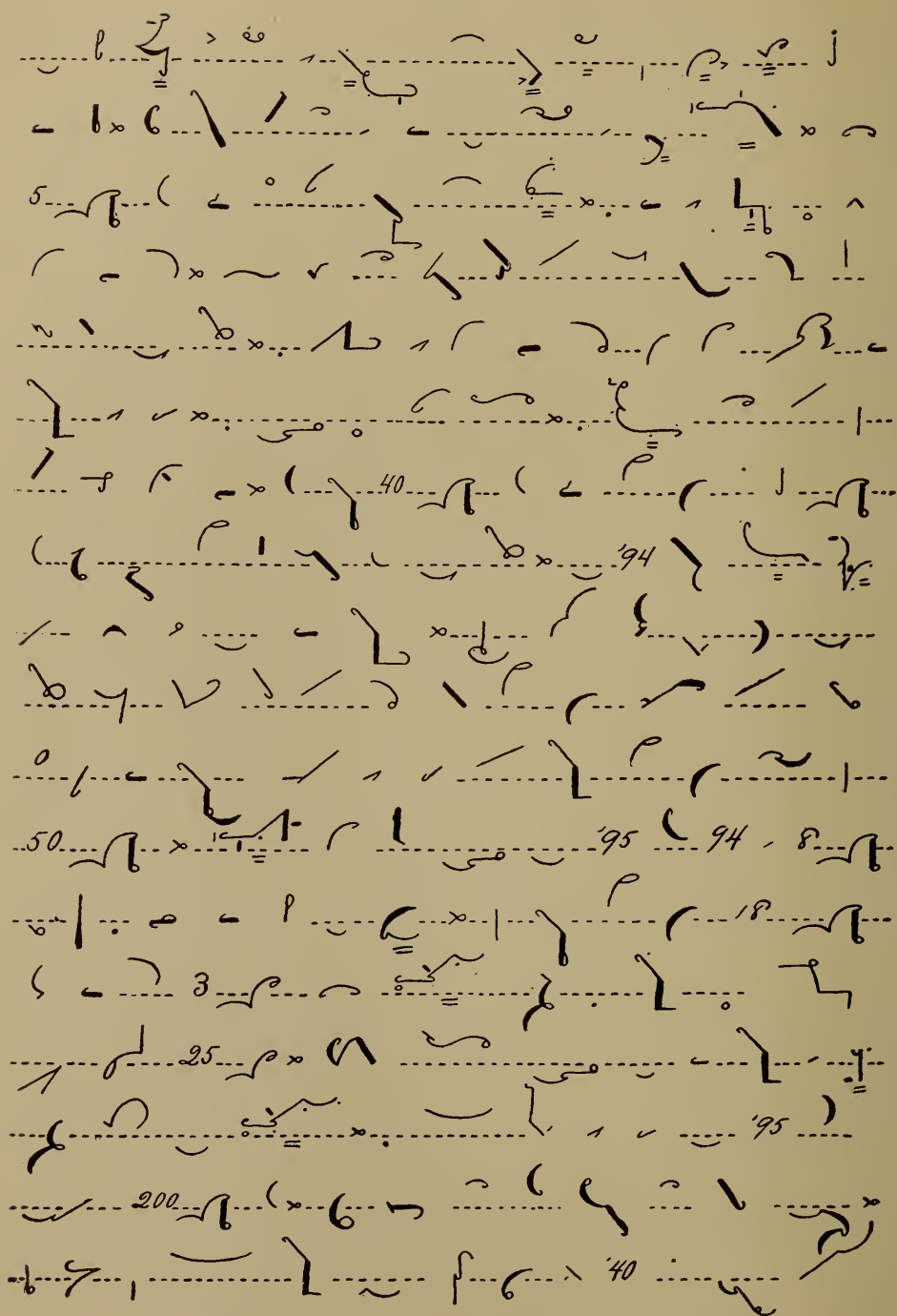
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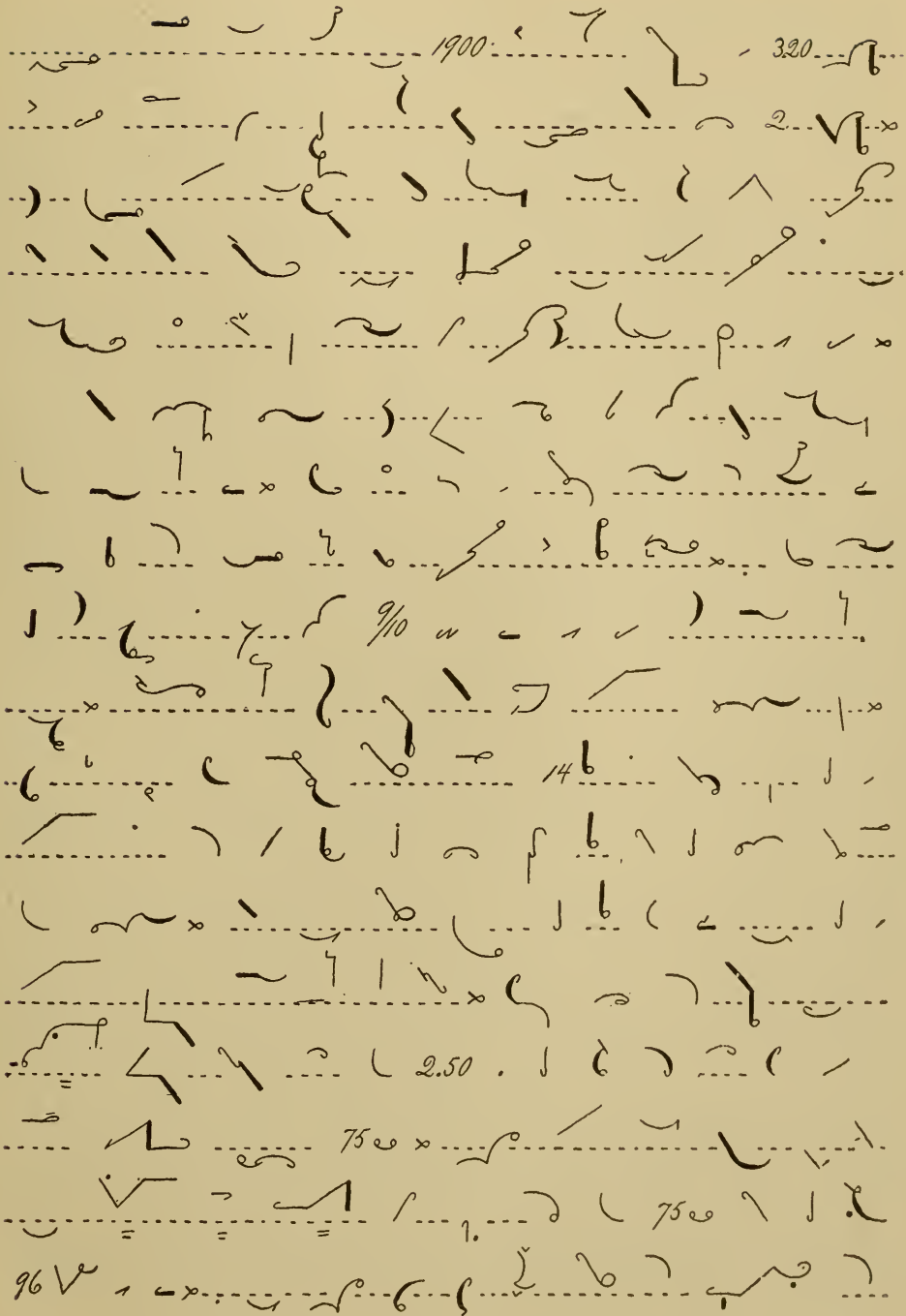




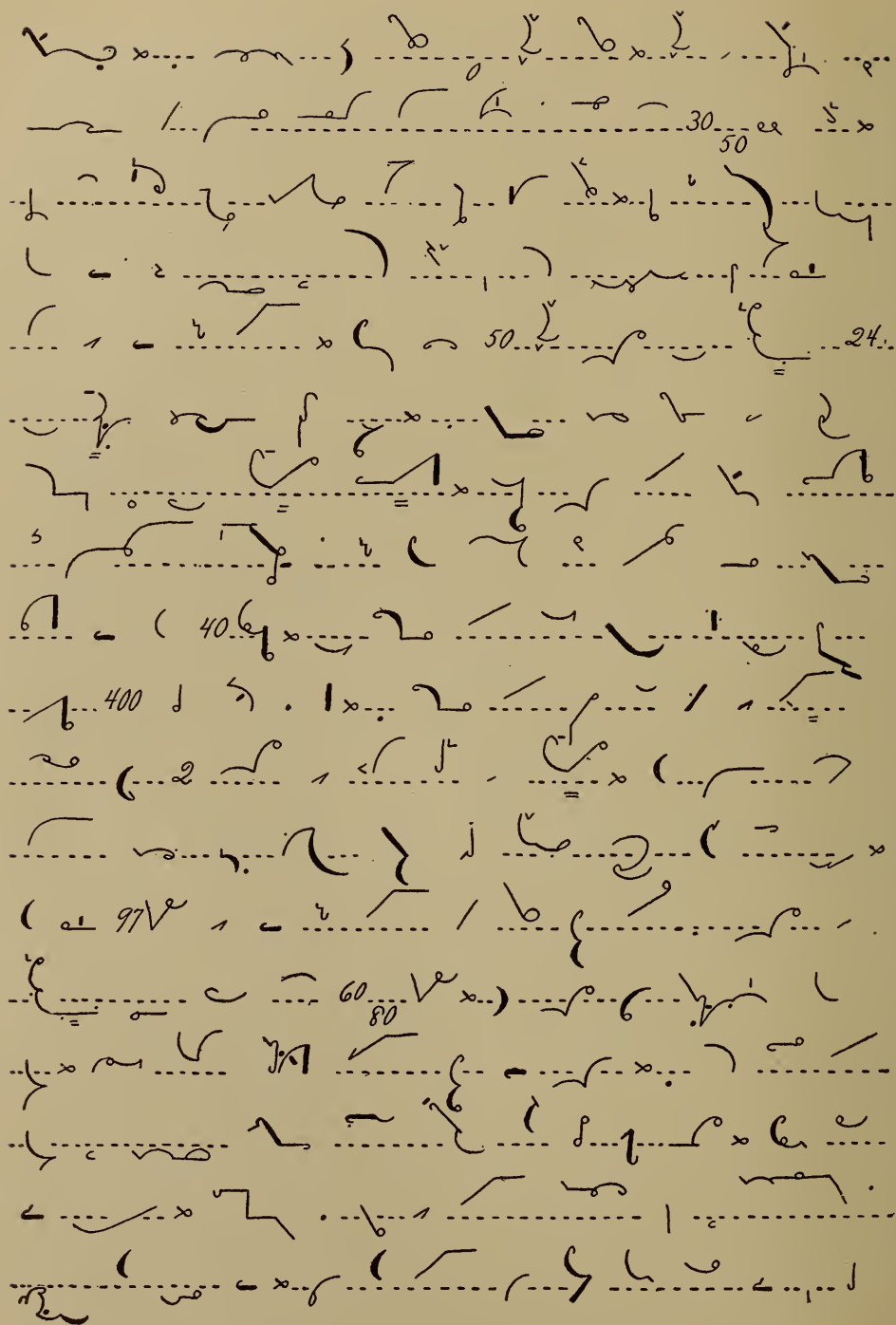
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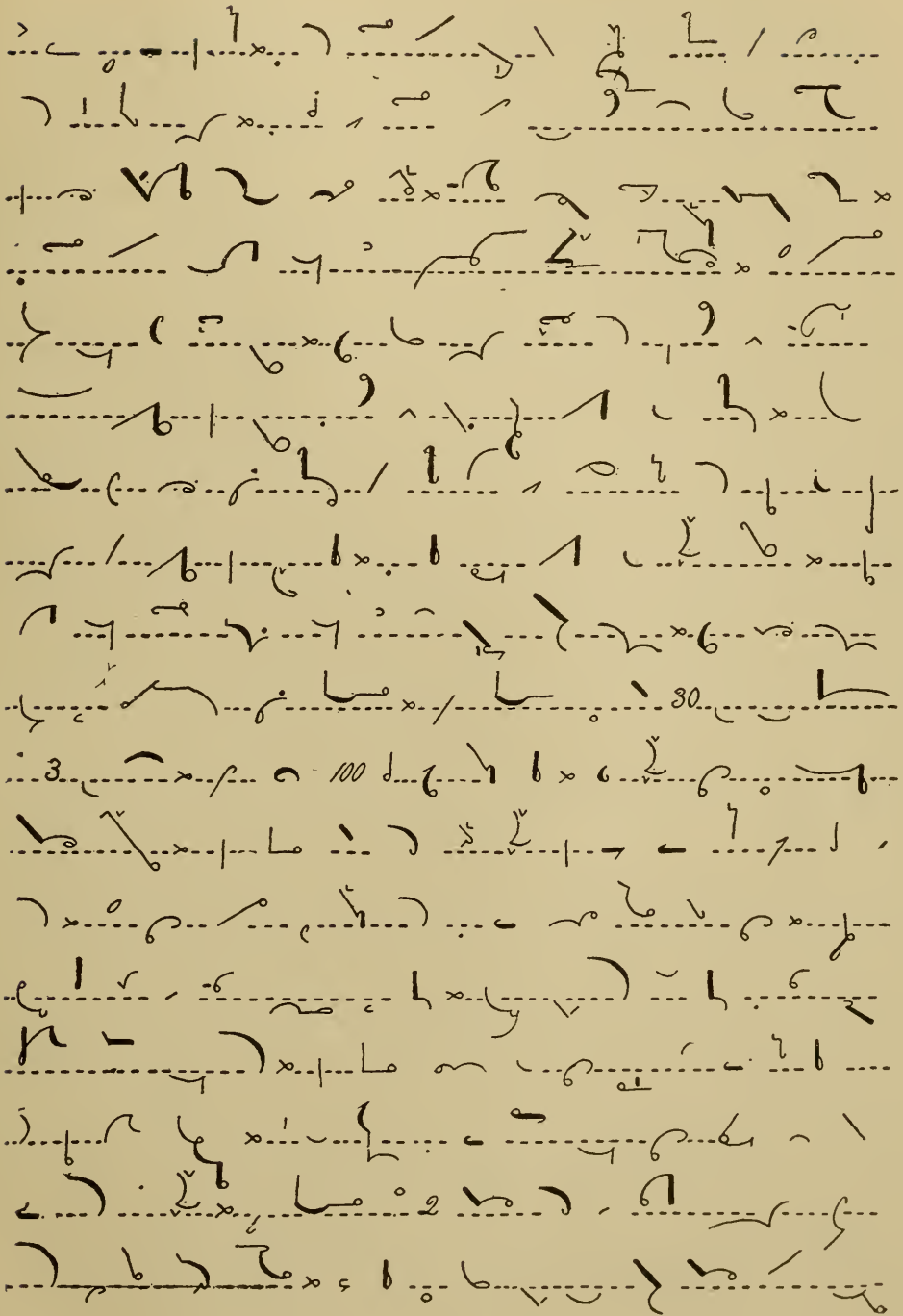


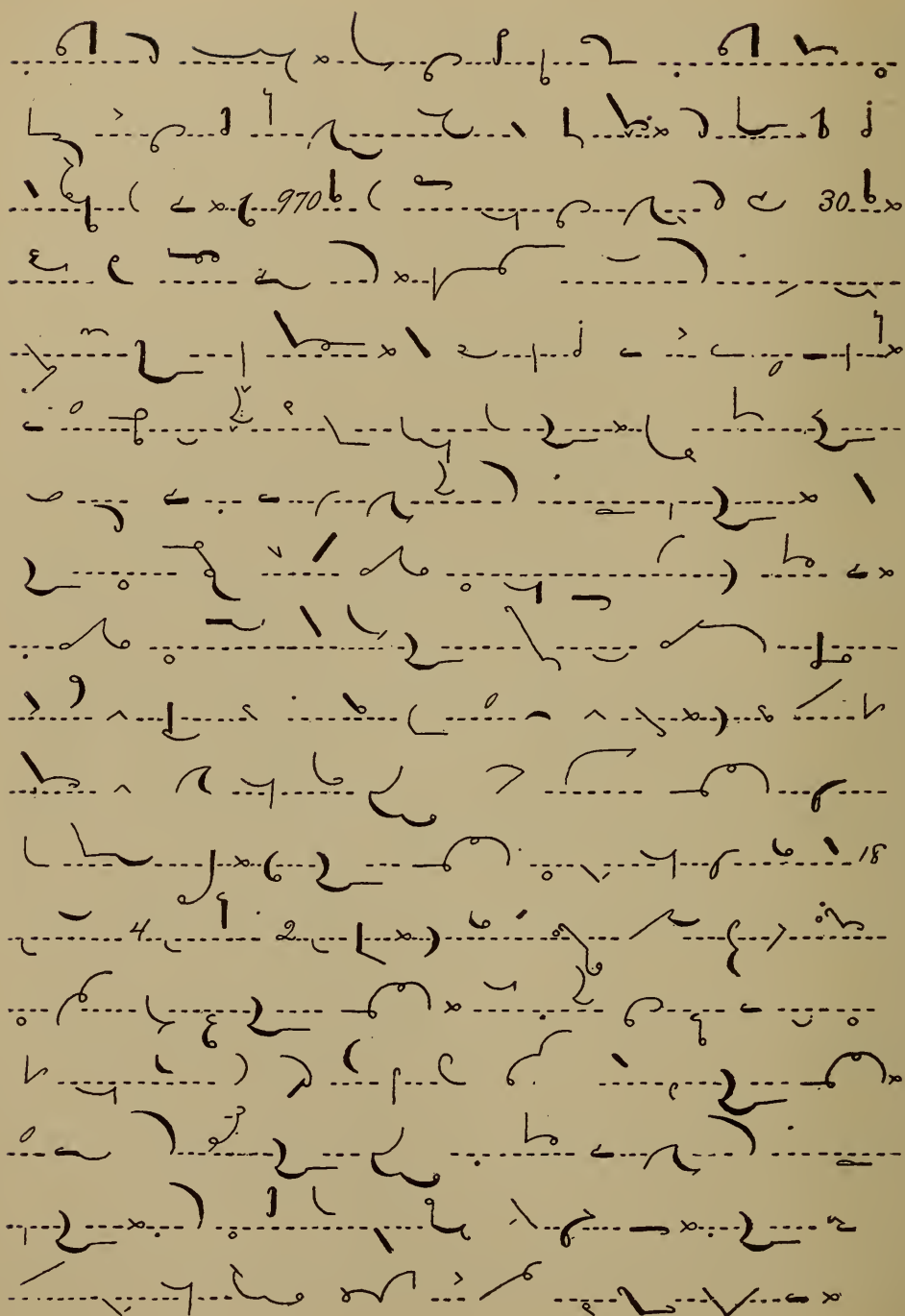












Wm. J. Morris







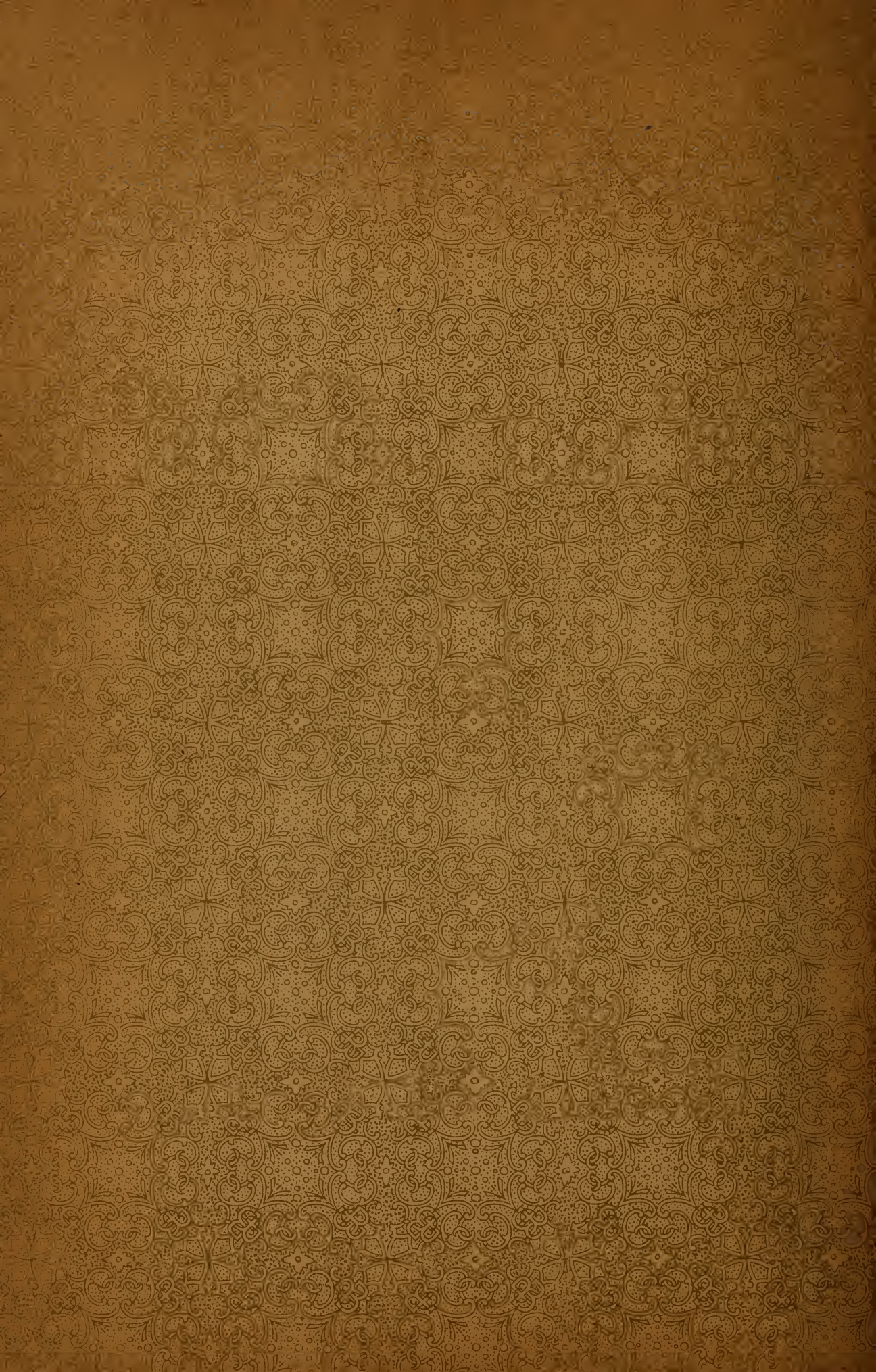










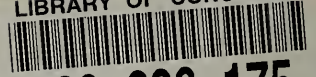








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